

Subject Areas	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Linked Learning – Marvellous Me	Linked Learning - Celebrations	Linked Learning - Toys	Linked Learning - Castles	Linked Learning – Plants & Animals	Linked Learning - Adventures
English	<p>Reading- word reading</p> <ul style="list-style-type: none"> Daily phonics and ERIC sessions <p>Reading- comprehension</p> <ul style="list-style-type: none"> Daily ERIC sessions Learning to appreciate rhymes and poems, and to recite some by heart <p>Writing- transcription</p> <ul style="list-style-type: none"> Spelling- daily phonics <p>Writing- handwriting</p> <ul style="list-style-type: none"> Regular handwriting sessions (lowercase letters in handwriting families) <p>Writing composition</p> <p>Writing sentences- Lists, labels and captions Senses poetry Descriptive writing Instructions to make a healthy sandwich</p> <p>Writing- vocabulary, grammar and punctuation</p> <p>Finger spaces, capital letters at the start of a sentence, full stops</p>	<p>Reading- word reading</p> <ul style="list-style-type: none"> Daily phonics and ERIC sessions <p>Reading- comprehension</p> <ul style="list-style-type: none"> Daily ERIC sessions <p>Writing- transcription</p> <ul style="list-style-type: none"> Spelling- daily phonics <p>Writing- handwriting</p> <p>Regular handwriting sessions (lowercase letters in handwriting families)</p> <p>Writing composition</p> <p>Writing sentences- Stories with a familiar setting- creating and describing settings and characters Writing story boards Re-enacting a story</p> <p>Writing- vocabulary, grammar and punctuation</p> <p>Finger spaces, capital letters at the start of a sentence, full stops</p>	<p>Reading- word reading</p> <ul style="list-style-type: none"> Daily phonics and ERIC sessions <p>Reading- comprehension</p> <ul style="list-style-type: none"> Daily ERIC sessions <p>Writing- transcription</p> <ul style="list-style-type: none"> Spelling- daily phonics <p>Writing- handwriting</p> <p>Regular handwriting sessions (form digits 0-9)</p> <p>Writing composition</p> <p>Writing sentences- Stories from a range of cultures/patterned language Pattern and rhyme Recount/dictionary (See e-safety)</p> <p>Writing- vocabulary, grammar and punctuation</p> <p>Finger spaces, capital letters at the start of a sentence, full stops Use 'and' as a connective</p>	<p>Reading- word reading</p> <ul style="list-style-type: none"> Daily phonics and ERIC sessions <p>Read words with contractions eg I'm, I'll, we'll and understand the use of apostrophe.</p> <p>Reading- comprehension</p> <ul style="list-style-type: none"> Daily ERIC sessions Becoming familiar with key stories, fairy stories and traditional tales, retelling them and joining in with predictable phrases <p>Writing- transcription</p> <ul style="list-style-type: none"> Spelling- daily phonics <p>Spelling tests-weekly spelling tests including days of the week and writing numbers one to twenty.</p> <p>Writing- handwriting</p> <p>Regular handwriting sessions (capital letters)</p> <p>Writing composition</p> <p>Writing sentences-traditional tales, story writing, descriptive writing, Spring poetry</p> <p>Writing- vocabulary, grammar and punctuation</p> <p>Finger spaces, capital letters at the start of a sentence, full stops Capital letters for names of people and characters in stories</p>	<p>Reading- word reading</p> <ul style="list-style-type: none"> Daily phonics and ERIC sessions <p>Add in words with endings –s, -es, -ing, -ed,-er and 'est'.</p> <p>Reading- comprehension</p> <ul style="list-style-type: none"> Daily ERIC sessions Listening to and discussing a wide range of non-fiction texts (processes for finding out information) <p>Writing- transcription</p> <ul style="list-style-type: none"> Spelling- daily phonics Add prefixes and suffixes <p>Spelling tests-weekly spelling tests including days of the week and writing numbers one to twenty.</p> <p>Writing- handwriting</p> <p>Regular handwriting sessions (review and target misconceptions and regular errors)</p> <p>Writing composition</p> <p>Writing sentences- Information text, dictionary skills recap</p> <p>Writing- vocabulary, grammar and punctuation</p> <p>Finger spaces, capital letters at the start of a sentence, full stops Capital letters for names of people and days of the week</p>	<p>Reading- word reading</p> <ul style="list-style-type: none"> Daily phonics and ERIC sessions <p>Add in words with endings –s, -es, -ing, -ed,-er and 'est'.</p> <p>Reading comprehension-</p> <ul style="list-style-type: none"> Daily ERIC sessions Learning to appreciate rhymes and poems, and to recite some by heart <p>Writing- transcription</p> <ul style="list-style-type: none"> Spelling- daily phonics Add prefixes and suffixes <p>Spelling tests-weekly spelling tests including days of the week</p> <p>Writing- handwriting</p> <p>Regular handwriting sessions (review and target misconceptions and regular errors)</p> <p>Writing composition</p> <p>Writing sentences- Rhyming couplets and rhyming stories, seaside poetry, writing recounts</p> <p>Writing- vocabulary, grammar and punctuation</p> <p>Finger spaces, capital letters at the start of a sentence, full stops Capital letters for names of people and days of the week, and names of places</p>
Maths	<p>Number and place value- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Reading and writing numbers, ordering and comparing, Finding one more / less; 10 more / less (count in multiples of tens) Identify and represent numbers using objects and representations including the number line.</p> <p>Number - addition and subtraction-; Addition as counting on; Mathematical statements (+ and -); Adding one digit or multiple of 10 to one or two digit number; Understand subtraction as 'take away' and find a 'difference' by counting up; subtract a one-digit number from a one-digit or two-</p>	<p>Number and place value- Identify and represent numbers using objects and representations including the number line.</p> <p>Measurement: Length, weight, time (o'clock, half past), language relating to days/months Estimate, measure, weigh and compare objects, choosing non-standard units and measuring instruments (weighing parcels) Recognise and know the value of different denominations of coins and notes.</p> <p>Number – fractions: Finding half or quarter of a shape</p> <p>Number – multiplication and division – doubling and finding half of an amount</p> <p>Number – addition and subtraction: Mathematical</p>	<p>Number/ place value To use ordinal numbers. Compare and order numbers, using the related vocabulary.</p> <p>Identify and represent numbers using objects and representations including the number line.</p> <p>Counting in multiples of twos, fives and tens (money)</p> <p>Number + - Recall the doubles of all numbers to at least 10. Use number facts of doubles to add near-doubles. Derive and recall all pairs of numbers with a total of 10.</p> <p>Use the vocabulary related to addition and subtraction.</p> <p>Relate addition to counting on; recognise that addition can be done</p>	<p>Number/ place value Identify and represent numbers using objects and representations including the number line.</p> <p>Geometry – position and direction: Use everyday language to describe the position of objects and direction and distance when moving them. Identify objects that turn about a point or about a line. Recognise and make whole, half and quarter turns.</p> <p>Number – Number and Place Value: count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens; odd and even numbers; identify and represent numbers using objects and pictorial representations including the</p>	<p>Number/ place value- compare and order numbers, writing numbers in between Identify and represent numbers using objects and representations including the number line. Count in multiples of twos, fives and tens (grouping farm animals)</p> <p>Number - addition and subtraction Identifying number bonds for all numbers up to 10 and related subtraction facts. Solve one-step problems that involve addition and subtraction.</p> <p>Measurement: tell the time to the hour and half past the hour and draw the hands on a clock face.</p> <p>Number – multiplication and division – Problem solving; doubling and finding half of an amount</p>	<p>Measurement: Capacity (water and sand) Measuring length of flag poles on a galleon.</p> <p>Geometry – position and direction</p> <p>Number – Number and Place Value: count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens; odd and even numbers; identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least (partitioning in Y2)</p> <p>Number – multiplication and division – Problem solving; doubling and finding half of an amount</p> <p>Number – addition and</p>

	<p>digit number and a multiple of 10 from a two-digit number.</p> <p>Geometry- properties of shape- Visualise and name common 2D shapes and 3D solids and describe their features; use them to make patterns, pictures and models. Describe simple patterns and relationships involving numbers or shapes.</p>	<p>statements (+ and -); number bonds and related subtraction facts; add and subtract 1 and 2 –digit numbers; problem solving including missing number problems.</p>	<p>in any order.</p> <p>Understanding subtraction as taking away and finding the difference by counting up.</p> <p>Solve problems involving adding, subtracting, doubling in the context of numbers and money (toy shop)</p> <p>Number- x and / To say the number 10 more or 10 less for multiples of 10.</p> <p>Geometry/ properties of shape- Position and direction Visualise and name 3D shapes and describe their features, use them to make patterns, pictures and models. (link to toys- make a jack in a box cube)</p>	<p>number line, and use the language of: equal to, more than, less than (fewer), most, least (partitioning in Y2)</p> <p>Number – multiplication and division – using objects, pictorial representations and arrays to solve one-step multiplication and division problems.</p> <p>Number – addition and subtraction: Mathematical statements (+ and -); number bonds and related subtraction facts (e.g. ‘doubles’); add and subtract 1 and 2 –digit numbers; problem solving using concrete objects and pictorial representations.</p> <p>Number – Fractions –Use the vocabulary of halves and quarters in context.</p>		<p>subtraction: Mathematical statements (+ and -); number bonds and related subtraction facts (e.g. ‘doubles’); add and subtract 1 and 2 –digit numbers; problem solving using concrete objects and pictorial representations.</p> <p>Number – Fractions – Finding half/quarter of an object, shape or quantity.</p>
Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Name body parts. The five senses. Keeping healthy & exercise Similarities and differences between humans.</p>	<p>Seasonal changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>The seasons. What do we know about each season?</p> <p>Set up ways of observing and recording weather/seasonal changes across the year e.g. Observations on the length of the day. Keep charts about the weather. Rain gauge, wind direction Plant changes</p>	<p>Sorting materials toys are made from</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials <p>To identify what materials the toys are made of. Why are these materials used? How does the toy move / work?</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Name different materials that objects are made from. Recognise other objects made from these materials. Describe what the materials look like and feel like.</p> <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Growing carrots, lettuce, cucumber, tomatoes, chives for eating and cooking later in the year.</p>	<p>Animals</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>How do farmers look after their young? Identifying and classifying animals (links with visit to Hammerton Zoo) What do animals produce for us to wear and eat? Label parts of a shire horse.</p> <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Identify garden flowers / plants and name parts. Growing cress – the need for light</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Identifying, sorting and classifying ocean and Coastal animals. Label parts of a fish</p>

					water.	
Ongoing: Seasonal Changes Changes in the seasons will be observed throughout the year. We will be keeping a journal to show the changes. We will also observe the different plants that grow throughout the year.						
Working Scientifically – main focus areas	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Using their observations and ideas to suggest answers to questions. <p>Investigating and exploring with our senses</p>	<ul style="list-style-type: none"> Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. <p>Investigate shadows. Why do our shadows change?</p>	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Using their observations and ideas to suggest answers to questions. <p>Investigate boats in a race using water as a force. Investigating distance a toy car can travel using air as the force. Investigate materials to make a waterproof raincoat for teddy.</p>	<ul style="list-style-type: none"> Identifying and classifying <p>Investigation to find which material is the strongest to make a bag to carry potatoes.</p>	<ul style="list-style-type: none"> Observing closely <p>How can we change milk to make cheese? Look at the process of growing wheat and bread making.</p>	<ul style="list-style-type: none"> Asking simple questions Performing simple tests Using their observations and ideas to suggest answers to questions. <p>Investigate materials that float and sink. Investigate how to change the shape of objects to make them float.</p>
Art & Design	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space Use a range of materials creatively to design and make products. <p>PAINTING</p> <p>Paint self portraits- line and shape Collage portraits- colour and texture Artist: Picasso style portraits – pencil, pastels. Vegetable printing, concentric patterns –African art.</p>	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space Use a range of materials creatively to design and make products. <p>3D SCULPTURE</p> <p>Firework paintings- wax resist Candle pictures – collage Diva lamps - clay Christmas decorations and cards</p> <ul style="list-style-type: none"> Learn about the work of a range of artists. 	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space <p>Observational sketch of teddy - texture, shape and line</p> <p>DRAWING</p>	<ul style="list-style-type: none"> Use a range of materials creatively to design and make products. <p>COLLAGE</p> <p>Designing and making flags and shields- pattern, shape and colour</p> <p>Artist: Kandinsky</p>	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern and texture, line, shape, form and space Use a range of materials creatively to design and make products. <p>Observational drawing of fruit - colour, pattern, texture, line, shape, form</p> <p>PRINTING</p> <p>Make farm picture using printing techniques and collage materials – colour and texture</p>	<ul style="list-style-type: none"> Learn about the work of a range of artists. Use drawing and painting to develop and share their ideas, experiences and imagination. <p>PAINTING</p> <p>Seascapes- painting sharing experiences and imagination</p> <p>Artist: Monet</p> <p>TEXTILES</p> <p>Making puppets</p>
Computing	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Learn how to set up and log-on to a laptop. Develop mouse pad control to label the parts of the body on a computer programme. Be able to shut the computer down.</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. <p>Links with 'Home Learning' to develop children's understanding of how IT is used in the wider community e.g at the library, supermarket etc.</p>	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Use Granada Colours to draw a picture (.e.g fireworks, Christmas)</p> <p>Develop keyboard awareness to type a Christmas letter or Christmas list.</p>	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Develop keyboard awareness on the laptop computers to write a sentence about their favourite toy.</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programmes. Create and debug simple programmes. Understand what algorithms are, how they are implemented as programmes on digital devices and that programmes execute by 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Log-on to internet explorer and type in a given website address to play an educational game on a website.</p> <p>Using 'Easy Speaks' to record a presentation by each child linked to a given topic</p>	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Use a search engine to research topic information.</p> <p>Use school movie cameras to record a film (linked to work in Literacy – reporting information text.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Word processing poems on the laptops and insert an image.</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programmes. Create and debug simple programmes. Understand what algorithms are, how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions.

	<ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programmes. Create and debug simple programmes. <p>Programme Beebots to follow simple one-step directions on a picture map (forwards, backwards, right and left)</p>		<p>following precise and unambiguous instructions.</p> <p>Programming Beebots to follow a simple route around 'Toy Town' (introducing the terms 'clockwise and 'anticlockwise')</p>			<p>Programming Beebots to travel a route across an island map. (Extend children to programme and execute a series of linked instructions)</p>
Safety – including e-safety	<p>e-safety: 'Going Places Safely'</p> <p>Pupils and students learn that they can go to exciting places online, but they need to follow certain rules to remain safe. [This will include internet safety]</p> <p>Safety in the home, including use of medicines Use technology safely and respectfully.</p>	<p>e-safety: 'My Creative Work'</p> <p>Pupils and students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.[This will include creative credit and copyright as well as information literacy]</p> <p>Firework safety Use technology safely and respectfully.</p>	<p>e-safety: 'ABC Searching'</p> <p>Pupils and students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.[This includes information literacy] LINKS WITH LITERACY LESSONS</p> <p>Use of electrical toys, batteries Use technology safely and respectfully.</p>	<p>e-safety: 'Going Places Safely'</p> <p>Pupils and students learn that they can go to exciting places online, but they need to follow certain rules to remain safe. [This will include internet safety]</p> <p>.Safety on building sites, safe structures and old buildings. Use technology safely and respectfully.</p>	<p>e-safety: 'Keep It Private'</p> <p>Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests. [This will include privacy and security]</p> <p>Safety on the farm / with pets Use technology safely and respectfully.</p>	<p>e-safety: 'Sending E-Mail'</p> <p>Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities. [This includes relationships and communication.]</p> <p>Use technology safely and respectfully. Seaside safety</p>
Design & Technology			<p>Make:</p> <ul style="list-style-type: none"> Select from a range of tools and equipment to perform practical tasks e.g. cutting <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Explore and use mechanisms e.g. levers <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria <p>Look at and evaluate a range of toys with mechanisms to help them move. Making a teddy with moving parts Kites DT – explore materials and evaluate.</p>	<p>Design:</p> <ul style="list-style-type: none"> Generate, develop and communicate their ideas through talking and drawing. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to cut, join and finish a product. <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria <p>Technical Knowledge:</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Look at a range of different types castle structures to explore and find out about how they are constructed (materials, shape etc) Design and make a castle – 'CASTLE BUILDING DAY'</p>		<p>Design:</p> <ul style="list-style-type: none"> Generate, develop and communicate their ideas through talking and drawing. <p>Make:</p> <ul style="list-style-type: none"> Use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. <p>Evaluate:</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria <p>Look at and evaluate a range of different types of rafts and what helps them to float. Design and make a raft - select from materials and tools, evaluate product.</p> <p>Design against given criteria, make puppet- select from materials and tools, evaluate product</p>
Cooking & nutrition	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes <p>Designing and making a healthy</p>		<ul style="list-style-type: none"> To instil a love of cooking <p>Make a toy – shaped sweet biscuit using a range of simple equipment and understanding that there is a</p>	<ul style="list-style-type: none"> Understand where food comes from <p>Growing carrots, cucumber and</p>	<ul style="list-style-type: none"> Understand where food comes from <p>From farm to fork – finding out how a farm grows and provides different</p>	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes <p>Making dips (humous and sour</p>

	wrap with fillings [Design based on criteria, communicate through drawing and talking, make selecting from equipment and ingredients, evaluate. Preparing fillings e.g. grating carrot or cheese.]		range of basic cooking skills	chives (to be used in Term 6)	foods for us. [To know that ingredients are available from different shops, markets, or can be grown at home To know that a lot of the food we eat is produced in the UK and be able to talk about a place in the UK where this happens]	cream & chive) as an accompaniment to our home grown vegetables which the children will peel, chop or grate. [To know that some equipment has a special job and know what that special job is To know that ingredients are available from different shops, markets, or can be grown at home To know that some ingredients need to be prepared before they can be eaten]
Geography	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. <p>Map of Spalding Building use in Spalding: landmarks, human and physical features, aerial photos Map of school grounds- geography of own school and grounds- fieldwork and observational skills.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Learning about 'Chinese Mid-Autumn Festival' (Moon Festival). Locating China on the world map as part of Asia.</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK <p>St. Andrew's day: Identifying Scotland on the UK map along with England, Ireland and Wales (and capital cities)</p>	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use locational and directional language to describe the location of features and routes on a map. Devise a simple map Use and construct basic symbols in a key. <p>Toy town map work- name human and physical features, use compass directions.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK <p>Use of atlases and maps to locate castles in UK, locate and name countries of UK and capital cities, using a key.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify countries, continents and oceans. <p>Identifying where fruit and vegetables come from- use atlases to name countries and continents, locating hot and cold countries of the world.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use locational and directional language to describe the location of features and routes on a map. Devise a simple map Use and construct basic symbols in a key. <p>Route of Christopher Columbus- name and locate continents, countries and oceans. Planning routes on a treasure map- directional language and compass directions, using a key.</p>
History	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality <p>Visit to Ayscoughfee Hall. Talk about how Spalding has changed.</p> <ul style="list-style-type: none"> Changes within living memory <p>Family Tree</p>	<ul style="list-style-type: none"> Significant historical events – Guy Fawkes and the Gunpowder Plot. Changes within living History – birthday parties 70 years ago compared with today. Learn how national changes have effected how we celebrate. Events beyond living memory – Victorian Christmas Lives of significant individuals – Queen Victoria: how she contributed to national achievements. 	<p>Changes within living memory</p> <ul style="list-style-type: none"> Finding out about toys in the past- comparing, questioning, - How do we know that they are old? Drawing and labelling an old toy explaining why it is old. Place events and objects in chronological order- thinking about toys for different ages and how our skills change as to how we use them. History- Enquiry- Writing Questions to Find Out About the Past 	<ul style="list-style-type: none"> Events beyond living memory <p>To look at pictures, clips and take part in role-play to learn about the lives of people who lived in a castle. To compare life today with life in the past when people lived in castles.</p> <ul style="list-style-type: none"> Lives of significant individuals – The role of Queen Elizabeth I. 	<ul style="list-style-type: none"> Events beyond and within living memory – Compare farming today with farming in the past. Milking cows – past and present; The work of Shire horses on farms and how machinery is used now; Significant historical events – Spalding Flower Festival 	<ul style="list-style-type: none"> Significant historical events – Discovery of new land and foods; space travel/landing on the moon. Events beyond living memory – finding out about the history of boats and space travel. Lives of significant individuals – Christopher Columbus (conditions on his voyage e.g. his galleon, food, equipment; his experiences) Neil Armstrong Matthew Flinders (explorer born in Donington, significant locally)

Historical skills focus	<ul style="list-style-type: none"> To develop an awareness of life in the past and use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Ask and answer questions to find out about the past. 	<ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework.
Music	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimension of music. <p>Rain, rain. How can music describe different types of weather? How can we use sounds to describe the weather? Making a weather composition</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs. Experiment with, create, select and combine sounds using the inter-related dimension of music. <p>Discriminate between longer and shorter sounds and combine them to create a sequence.</p> <p>Christmas Songs.</p>	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimension of music. <p>Toys that make sounds Make instruments. Compare old and new instruments</p> <p>Exploring Sounds. Make a variety of sounds with their voices, bodies, found objects and instruments. Identify different sounds and change and use sounds expressively in response to a stimulus.</p>	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimension of music. <p>Jack and the Beanstalk. Using sounds and music to tell a story.</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs. Listen with concentration and understanding to a range of high quality live and recorded music. <p>Princess and the Pea – production</p>	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimension of music. <p>Score. Recognise ways different sounds are made and changed using percussion instruments. Grouping sounds into ‘families’. Using symbols to make a score. Putting on a performance.</p>
R.E.	Belonging to a Christian community. Introduction to Hinduism and compare to Christian lifestyle.	Celebrations in Hinduism – Diwali; Christian – Christmas;	Places of Worship; Visiting a Christian church.	Easter;	The Good Earth, giving thanks for the creation / natural world.	Stories about authority from The Old Testament.
PSHE	SEAL New Beginnings Healthy eating	SEAL Getting On Falling Out Friendships / Family	SEAL Going for goals New Year resolutions / sharing	SEAL Good to be Me Feelings	SEAL Relationships Taking care of animals	SEAL changes Moving class
Physical education	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. <p>Games – running, jumping, throwing, catching, working as a team.</p> <p>Perform dances using simple movement patterns</p> <p>Dance- moving imaginatively and creatively to music.</p>	<ul style="list-style-type: none"> Develop balance, agility and co-ordination. Perform dances using simple movement patterns <p>Gymnastics- balance, agility and co-ordination.</p> <p>Dance- moving imaginatively and creatively to music.</p>	<ul style="list-style-type: none"> Develop balance, agility and co-ordination. Perform dances using simple movement patterns <p>Gymnastics- balance, agility and co-ordination.</p> <p>Dance- moving imaginatively and creatively to music.</p>	<ul style="list-style-type: none"> Develop balance, agility and co-ordination. Perform dances using simple movement patterns <p>Gymnastics- balance, agility and co-ordination.</p> <p>Dance- moving imaginatively and creatively to music.</p>	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. <p>Games- running, jumping, throwing, catching, working as a team.</p> <p>Multi-skills- running, jumping and throwing activities, measure performance.</p>	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. <p>Games- running, jumping, throwing, catching, working as a team.</p> <p>Multi-skills- opportunities to experience running, jumping and throwing activities, measure performance.</p>