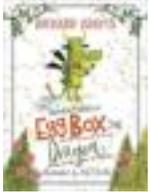
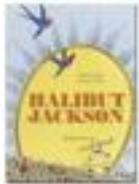
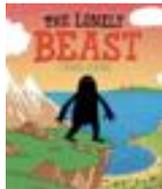
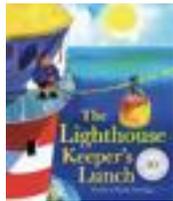


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Idea	<b>Who lives in a house like this?</b>	<b>What shall we use?</b>	<b>What makes you, you?</b>	<b>How can we travel?</b>	<b>We do like to be beside the sea-side</b>	<b>Who rules the sea?</b>
Core Texts	 Egg box dragon	 Halibut Jackson	 Wild	 The Lonely Beast	 The Lighthouse Keepers Lunch	 How to Find Gold
Suggested Progression of Themes	<ol style="list-style-type: none"> <li>Look at structure of a castle</li> <li>How houses have changed over time</li> <li>Write letter to the Queen</li> <li>Our Royal Family</li> <li>Write invitations to the garden party.</li> </ol>	<ol style="list-style-type: none"> <li>What would be the best material to make _____?</li> <li>Make your own puppet</li> <li></li> <li>Change in toys over time</li> <li>Drama Re-telling the Christmas Story</li> </ol> <p>Autumn Week</p>	<ol style="list-style-type: none"> <li>Story telling</li> <li>Our School</li> <li>Around Tunbridge Wells</li> <li>Our bodies and how we move</li> <li>Getting in touch with nature and the world around us</li> <li>Charles Darwin studies</li> </ol> <p>Winter Week</p>	<ol style="list-style-type: none"> <li>Newspaper reports on Dragon in the area</li> <li>Journeys to school</li> <li>Making a form of transport</li> <li>Amelia Earhart and Amy Johnson as aviators</li> <li>Easter Story</li> </ol> <p>Spring Week</p>	<ol style="list-style-type: none"> <li>How to make things</li> <li>Seaside over time</li> <li>Make a beach hut</li> <li>Grace Darling – Lighthouse Keepers daughter</li> </ol>	<ol style="list-style-type: none"> <li>Adventure across the sea</li> <li>Directions</li> <li>Making maps</li> <li>Drama – pirates</li> </ol> <p>Summer Week</p>
Current affairs/wider world opportunities)	Different cultures/different homes	Sharing	How can we help in our local area?	Pollution Stereotypes	Taking care of beaches	Kindly citizens

Cross-Curricular Links	English: Recounts, letters, labelling, sentence structure	English: Story writing, invitations sentence structure, firework poems	English: Story Writing, writing in role	English: Newspaper Reports, character descriptions, diaries, writing in role	English: Instructions, explanations	English: Information Texts, recounts
	SPAG: Finger Spaces Capital Letters Full Stops Pronouns Nouns Adjectives Asking questions Past tense	SPAG: Capital letters Full Stops Verbs – ing 1 <sup>st</sup> /3 <sup>rd</sup> person Contractions	SPAG: Time openers Conjunctions 'un' prefix -ed endings Exclamation marks	SPAG: Time openers Prepositions of place 'un' prefix Irregular past tense	SPAG: -ed endings -ing endings	SPAG: Time Openers Prepositions Statements and Questions
	Science: Materials	Science: Materials Camouflage Autumn Week	Science: Parts of the Body Winter Week	Science: Plants – parts of a plant Spring Week	Science: Plants – how plants grow	Science: Animals Summer Week
	History: Castles	History: Toys from the past Remembrance day Guy Fawkes	Geography: Our local area	History: Charles Darwin - Science Week Transport Amelia Earhart	History: Seasides past and present Grace Darling	History: Smugglers and pirates
	Art/DT: Paul Klee – Castle Junk modelling – castle egg box dragon Make food for the tea party	Art/DT: Firework pictures Fabric printing Sew an item of clothing - glove puppet Sketching toys Making puppets	Art/DT: Andy Goldsworthy – natural sculptures	Art/DT: Making clay pots Observational drawings – plants	Geography: Seaside Seas and Ocean	Art/DT: Me as a pirate Pirate map Pirate loo rolls
	PSHE: Rules Medal for each child	Art/DT: Firework pictures Fabric printing Sew an item of clothing - glove puppet Sketching toys Making puppets	PSHE: Health and Wellbeing	PSHE: Safety Road safety Online safety	Art/DT: Under the sea scene Seurat – Seascape	PSHE: Gender
	RE: God - Who is God?	PSHE: Healthy Eating Shyness	RE: Gospel – What is the good news Jesus brings?	PSHE: Safety Road safety Online safety	PSHE: Feelings and relationship	RE: Judaism – Who is Jewish and what do they believe?
		PSHE: Healthy Eating Shyness	Music: Charanga – Y1 Scheme In the Groove	RE: Salvation – Why does Easter matter to Christians?	RE: Judaism – Who is Jewish and what do they believe?	RE: Judaism – Who is Jewish and what do they believe?
						RE: Judaism – Who is Jewish and what do they believe?
						Music: Charanga – Y1 Scheme Reflect, Rewind and Replay

	<p>Music: Charanga – Freestyle unit ‘The Dragon song’</p>	<p>RE: Incarnation – Why does Christmas matter to Christians?</p> <p>Music: Charanga –Y1 scheme Hey You</p>		<p>Music: Charanga – Y1 Scheme Round and Round</p>	<p>Music: Charanga – Freestyle Topic ‘Oceans, rivers and Seas’ On the Sea Shore</p>	
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<p>Skills</p>	<p>Science: Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>History: Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Art/DT: Ar1/1.2 to use drawing, painting and sculpture to develop</p>	<p>Science: Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p>History</p>	<p>Science: Sc1/2.2d 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> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p>History: significant historical events, people and places in their own locality</p> <p>Geography: Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.3a identify seasonal and daily weather</p>	<p>Science: Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p>History: Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be</p>	<p>Science: Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>History Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Geography: Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea</p> <p>Art: Ar1/1.2 to use drawing, painting and sculpture to develop and</p>	<p>Science: Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p>History: Hi1/1.2 events beyond living memory</p>
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	<p>and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 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.</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction ma-</p>	<p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Geography: Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p> <p>Art/DT: Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>patterns in the United Kingdom</p> <p>Ge1/1.4d use simple 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.</p> <p>Art: Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 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.</p>	<p>used to compare aspects of life in different periods</p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p> <p>Geography: Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p> <p>Art/DT: Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of</p>	<p>share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 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.</p> <p>Music: Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>that are significant nationally or globally</p> <p>Geography: Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p> <p>Art/DT: Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Music: Mu1/1.1 use their voices expressively and</p>
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	<p>materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>(PSHE)</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p> <p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>
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Experiences	<p>Leeds Castle visit</p> <p>Knights and Princesses day</p> <p>Medieval re-enactment visitors – Meet a Knight and Lady</p>	<p>Puppeteer to visit school</p> <p>Remembrance – 2 minutes silence</p>	<p>Hargate Forest Visit</p> <p>Topic day – create your own 3D park</p> <p>STEM challenge – Make a slide</p> <p>Beeche Visit – Pond dipping</p> <p>Fireman visit</p>	<p>Complete traffic survey in local area</p> <p>Spring walk – around school grounds</p> <p>Topic day – Making vehicles (cars, hot air balloons and planes)</p>	<p>Seaside Day</p> <p>Growing a bean in a bag</p>	<p>Animal group visiting school</p> <p>Pirate day</p> <p>Hobgoblin Theatre Company – Treasure Island</p>
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<p>Knowledge</p>	<p>I know what material an object is I can identify different materials I can describe the simple physical properties of a material I can compare and group materials.</p> <p>I can compare past and present homes To know how a castle is built Who works in a castle Who lives in castles now</p> <p>Creating a castle Abstract castle pictures with chalk and oil pastels</p> <p>PSHE To understand the rules of my new classroom and the school</p> <p>R.E. Who is God? Develop ideas of our understanding of God.</p>	<p>I know what material an object is I can identify different materials I can describe the simple physical properties of a material I can choose the best material for a given purpose Observe changes across the four seasons Describe weather across the four seasons</p> <p>Compare past and present toys – materials etc Order toys from past to present Create own puppet</p> <p>Sketching old and new toys</p> <p>PSHE: Healthy Eating</p> <p>R.E. Why does Christmas matter to Christians? Re-tell the Christmas story</p>	<p>I can identify, name, draw and label parts of the body I can say which part of the body is associated with which sense Observe changes across the four seasons Describe weather across the four seasons</p> <p>I can name and locate the four countries and capital cities of the UK To know what we need in our local area To give directions around our school To understand our school's history</p> <p>Andy Gouldsworthy to choose natural resources to create a piece of art</p> <p>PSHE: To understand how to stay healthy</p> <p>R.E. What is the good news Jesus brings? To understand the message Jesus gives us</p>	<p>Identify and name plants Find plants Label roots, stem, leaves and flower Observe changes across the four seasons Describe weather across the four seasons</p> <p>To know how we and others travel to school Research Amelia Earhart and Amy Johnson To know that these women were pioneers To understand these women did a lot for other women</p> <p>DT create different forms of transport</p> <p>PSHE: Road Safety Online Safety</p> <p>RE. Why does Easter matter to Christians? Re-tell the Easter story Understand the varying emotions throughout</p>	<p>Plant a seed and watch it grow Observe the developing structure of a plant</p> <p>To identify key geographical of a seaside – beach, cliff, coast, sea and cave To recognise differences in how people used the seaside in the past To learn about Grace Darling and the way she helped others.</p> <p>DT Create a beach hut Collaborative under the sea Art</p> <p>PSHE: Feelings and Relationship</p> <p>R.E. Judaism – who is Jewish and what do they believe?</p>	<p>To sort and classify types of animals Identify and name common animals Understand Carnivore, Omnivore and Herbivore Observe changes across the four seasons Describe weather across the four seasons Name and locate the worlds 7 continents and 5 oceans Know the seas surrounding the UK Famous Pirate Role of a pirate Difference between Pirate and smugglers</p> <p>Spoon Pirates Create a pirate map Me as a pirate</p> <p>PSHE: Gender</p> <p>R.E. Judaism – who is Jewish and what do they believe?</p>
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		<p>To understand what Christians learn from the Christmas Story Be part of a performance</p>	<p>through stories in the bible</p>	<p>Understand what Christians can learn from the Easter story</p>	<p>To learn about other cultures and their celebrations</p>	<p>To learn about other cultures and their celebrations</p>
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