

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	<b>Marvellous Me!</b>	<b>Traditional Tales Christmas</b>	<b>Winter Yum Yum!</b>	<b>Out of an Egg Easter</b>	<b>Creepy Crawlies</b>	<b>Beside the Sea</b>
Science/UtW	<p>Animals Including Humans – Ourselves. <b>The World Children know about similarities and differences</b> in relation to places, objects, materials and <b>living things</b>. They talk about the features of their own immediate environment and how environments might vary from one another. <b>They make observations of animals</b> and plants <b>and explain why some things occur, and talk about changes.</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Be able to name and locate parts of the human body, including those relating to the senses.</li> <li>• Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals.</li> </ul>	<p>Everyday Materials – Let’s Build! <b>EYFS UtW The World</b></p> <p>* Children know about similarities and differences in relation to places, objects, <b>materials</b> and living things.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Recognise the difference between the name of an object and the material from which it is made.</li> <li>• Identify a range of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth,</li> </ul>	<p>Everyday Materials – Marvellous Materials <b>EYFS UtW The World</b></p> <p>* Children know about similarities and differences in relation to places, objects, <b>materials</b> and living things.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Recognise the difference between the name of an object and the material from which it is made.</li> <li>• Identify a range of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent.</li> <li>• Understand how to group everyday materials according to their physical</li> </ul>	<p>Animals including Humans - Our Pets <b>EYFS UtW The World</b></p> <p>*Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>* They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Be able to name and locate parts of the human body, including those relating to the senses.</li> <li>• Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals.</li> <li>• Be able to describe and compare the observable features of animals from a range of groups.</li> <li>• Recognise that animals can be</li> </ul>	<p>Plants – What’s Growing in our Garden? <b>EYFS UtW The World</b></p> <p>* Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>* They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>* They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Be able to name a variety of different plants (including deciduous and evergreen trees).</li> <li>• Understand and describe how plants are</li> </ul>	<p>Seasonal Changes – Wonderful Weather <b>EYFS UtW The World</b></p> <p>* They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Understand and describe the main changes across the seasons.</li> <li>• Understand weather associated with the seasons.</li> <li>• Understand how day length varies across the year.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to describe and compare the observable features of animals from a range of groups.</li> <li>• Recognise that animals can be grouped according to whether they are carnivores, herbivores and omnivores.</li> <li>• Know the basic needs of animals for survival.</li> </ul>	bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent. <ul style="list-style-type: none"> <li>• Understand how to group everyday materials according to their physical properties.</li> </ul>	properties.	grouped according to whether they are carnivores, herbivores and omnivores. <ul style="list-style-type: none"> <li>• Know the basic needs of animals for survival.</li> </ul>	suited to different habitats. <ul style="list-style-type: none"> <li>• Understand and describe the structure of plants including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem.</li> </ul>	
Computing		<b>Getting started</b> Introducing children to logging in and using technology for a purpose, including creating art.		<b>Programming beebots</b> Using beebots to navigate an area and constructing simple algorithms (a repeated set of instructions) through a story.		<b>Algorithms unplugged</b> Learning how computers handle information by exploring 'unplugged' algorithms - completing tasks away from the computer.
Religious Education	Harvest What is Harvest and how do we give thanks?	Candlelight at Diwali and Christmas How are candles used as a symbol at Diwali and Christmas?	Chinese New Year What is the story of Chinese New Year and how is it celebrated?	Easter Happy and Sad times at Easter and how this relates to our own happy and sad experiences and feelings.	Bible Stories How can bible stories impact positively on our lives? The Good Samaritan Noah	Special places What makes a place or building special? Visit church
Geography/UtW		Use basic geographical vocabulary to refer to key physical features, Use aerial photos to recognise landmarks and use key human geographical vocabulary (port, city) Devise simple map and construct symbols for key		Human and physical geography- locate hot, cold areas of world identify seasonal weather patterns in these areas. Comparison of contrasting locations (UK, & non-european)		Use geographical vocabulary to refer to key physical features including beach, cliff, coast, sea, ocean Name 7 continents/ 5 oceans Name, locate, identify 4UK countries and their seas.

History/UtW	Events beyond living memory, significant events in the locality ( <i>Titanic story, Portsmouth Dockyard</i> ) Changes within living			Significant individuals from the past – Nelson Mandela Significant events beyond living memory: African folk tales		Changes within living memory – Victorian seaside holidays Life of significant individual – Queen Victoria			
Art/EAD	Painting: painting in the style of famous artist Ian Cook.			Textiles – African design Drawing – creative, line, shape form		Painting: different surfaces ( <i>pebbles</i> ) Sand sculpture in the style of famous artists Paul and Remy Hoggard			
Design Technology/EAD/PD		Designing and making badges			Mask making Food		Design, make, evaluate ice cream. Design, make evaluate packaging for ice cream		
Music/EAD	Harvest festival –song and performance in church Music Express: Ourselves Music Focus: Exploring Sounds Number Music Focus: Beat		Nativity songs and performance.	Music Express Animals Pitch Weather Exploring Sounds	Easter song and performance in church	Music Express Machines Beat Seasons Pitch			
Physical Education/PD	Games Ball Skills and Games  Doodle Dance		Games/Outdoor Learning  Gymnastics Doodle Dance	Games Throwing and Catching Aiming Games  Doodle Dance	Games Bat & Ball Skills Skipping  Dance	Games Developing Partnerwork  Gymnastics	Outdoor Learning Athletics and Team games. Sports Day skills.		
Education For Safeguarding (PSHCE)/PSED	New Beginnings	Working Well Together	Other People are Special Too	Going for Goals	Caring for Myself	Keeping Safe	Caring for Others	Global Citizenship	Looking Forward  Changes