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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Documents for parents	This week and next week	This week and next week Enrichment/Pre-learning Document	This week and next week Enrichment/Pre-learning Document	This week and next week Enrichment Document Learn it, Know it, Use it	This week and next week Enrichment Document Learn it, Know it, Use it 5-Minute Curriculum Overview	This week and next week Enrichment Document Learn it, Know it, Use it 5 Minute Curriculum Overview **-Transition to Showbie** **(Log ins, End of Year 1 reports)**
Overarching Topic	Animal Kingdom	Lancaster Then and Now	The Great Fire of London	Transport	Traditional Tales	Explorers
Author of the Half Term	Giles Andreae	Nick Butterworth	Michael Bond	Tony Mitton	Traditional Tales (Various Authors)	Oliver Jeffers
Class Novel	Fantastic Mr Fox – Roald Dahl		Poetry	Hotel Flamingo – Alex Milway	Aesop's Fables	
Predictable Interest	A new school year Harvest Autumn	Halloween Bonfire night Christmas Remembrance Day Winter	New Year Valentine's day Pancake Day Chinese New Year	Easter Mother's Day Spring World Book Day	Sports Day Earth Day Eid	Father's Day Summer Fair Choral Speaking
Enrichment	Zoo Trip Spar Shop Walks	Williamson Park Trip	Great Fire of London Simulation	Transport Trip	SMJ Falconry Visit	Trip to the local allotments

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Literacy	**Drawing Club-Fiction, Traditional Tales, TV Clip** ***Stories by the same author*** Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Use full stops to demarcate simple sentences. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory With adult support, reread every sentence to check it makes sense. Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because…	**The Curious Quest-Fiction, Non-Fiction, Poetry** ***Repetitive pattern stories*** With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Use full stops to demarcate simple sentences. Recognise and write from memory capital letters. Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory Orally compose and write sentences to form short narratives.	**The Curious Quest-Fiction, Non-Fiction, Poetry** ***Classic stories*** Say, and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces. Use capital letters and full stops to demarcate simple sentences. Use capital letters for names of people, places and days of the week. Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Re-read every sentence to check it makes sense. Orally compose and sequence their own sentences to write short narratives.	**The Curious Quest-Fiction, Non-Fiction, Poetry** ***Traditional tales*** Say, and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces. Use capital letters and full stops to demarcate simple sentences. Identify and use exclamation marks. Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress). Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Re-read every sentence to check it makes sense. Orally compose and sequence their own sentences to write short narratives. Discuss their writing with adults, saying what they like about it, e.g. my favourite word is…	**Literacy** ***Stories with familiar settings*** Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing. Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse. Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.	**Literacy** ***Stories with fantasy settings*** Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing. Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train) Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse. Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book. Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.
Maths	Place Value Length and Mass Addition Subtraction 2D and 3D Shape	Sequencing and Sorting Fractions Capacity and Volume Money Time Assess and Review	Place Value Mass 2D and 3D Shape Counting and Money Multiplication Division	Length and Mass Addition and Subtraction Fractions Position and Direction Time Assess and Review	Place Value Addition and Subtraction Capacity and Volume Fractions Position and Direction and Time 2D and 3D Shapes	Time Multiplication and Division Statistics and Calculations Measurement Sorting and Sequencing Assess and Review

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COMPUTING **(iLearn2)**	**Mouse and Keyboard Skills 4 – 6 hours** 1. Move the mouse or trackpad and left click to select an object. (Activity 1) 2. Drag and drop with mouse or trackpad to move objects around the screen. (Activity 2) 3. Use double click or double tap (Activity 3) 4. Find letters or numbers on keyboard. (Activity 4) 5. Begin touch typing with home row keys. (Activity 5)	**Text + image 3 – 4 hours** 1. Change the background colour of a page. (Activity 1) 2. Add, resize and position images (pictures) on a page. (Activity 1 and 2) 3. Type and position text on a page, if possible using capital letters and punctuation. (Activity 1 and 2) 4. Label pictures with text. (Activity 2) 5. Use word-banks for writing sentences about pictures. (Activity 3)	**Digital Art 4 – 6 hours** – Change the colour of individual pixels to accurately re-create basic artwork. – Make changes where required. – Change the colour of individual pixels to accurately re-create detailed artwork. – Use zoom controls to help fill small shapes. **Design 1 – 2 hours** 1. Change the colour and pattern of elements. (Activity 1) 2. Position and rotate objects on a design. (Activity 2) 3. Position objects in relation to each other. (Activity 3) 4. Resize, rotate, flip and arrange objects behind/in front of each other. (Activity 4)	**Music creation 2 hours** Understand the advantages and disadvantages of making music on a computer. (Intro video) Understand that different instruments make their own sound and that instruments can be divided into groups (Activity 1) Create a rhythm using a pattern of beats (Activity 2) Create digital sounds using patterns and shapes (Activity 3) Create a simple melody using patterns and adjust tempo (Activity 4 and 5) **Online Safety**	**Programming** 1. Place instructions into the correct order (sequence) to make something work. (Activity 1) 2. Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. (Activity 2) 3. Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug). (Activity 3)	Programming 4. Predict a route and sequence distance commands to program an on-screen object to achieve an objective. (Activity 3 challenge) 5. Predict and sequence movement and pen commands to program the drawing of different 2D shapes. (Activity 4) 6. Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective. (Activity 5)
Music	**Musical Spotlight**: My Musical Heartbeat Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat. **Social Question**: How can we make friends when we sing together? Harvest Songs	**Musical Spotlight**: Dance, Sing and Play! Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together. **Social Question**: How does music tell stories about the past? Christmas Carol Concert	**Musical Spotlight**: Exploring Sounds Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies. **Social Question**: How does music make the world a better place?	**Musical Spotlight:** Learning to Listen Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit? **Social Question**: How does music help us to understand our neighbours?	**Musical Spotlight**: Having Fun with Improvisation Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups. **Social Question**: What songs can we sing to help us through the day?	**Musical Spotlight:** Let's Perform Together Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year. **Social Question**: How does music teach us about looking after our planet?
PE	FMS Baseline Assessment	Year 1 Dance FMS- Rolling a ball	Year 1 Gymnastics FMS-Bouncing and Catching a ball	Dance FMS- Underarm Throw	Sports Day Practice FMS – over arm throw.	KS1 Athletics FMS Kicking
RE	Christianity (God) Key Question: Why do Christians say that God is a 'Father'? Coverage: • God the Father • Prayer	Christianity (Jesus) Key Question: Why is Jesus special to Christians? Coverage: • The Nativity Story • Beliefs about Jesus as God incarnate • Christmas	Islam Key Question: How might beliefs about creation affect the way people treat the world? Coverage: • God as a creator • Care for the planet	Judaism Key Question: Why might some people put their trust in God? Coverage: • God's promise • Noah • Abraham • Trusting in God	Hindu Dharma Key Question: What do Hindus believe about God? Coverage: • One God in many forms • God in all things • Expressing ideas about God	Christianity (Church) Key Question: How might some people show that they 'belong' to God? • Baptism • Belonging
PSHEE	1 Decision Keeping/Staying Safe-Road Safety Keeping/Staying Healthy-Washing Hands Relationships-Friendship		1 Decision Being Responsible-Water Spillage Feelings and Emotions-Jealousy Computer Safety-Online Bullying		1 Decision Our World-Growing in our World Hazard Watch – is it safe to eat or drink? Is it safe to play with? Fire Safety RSE (Whole School)	

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Science	**Animals, including humans** Pupils should be taught to: •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) •identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Humans-** **Body parts and senses** **Animals- Minibeasts Animals, including humans** Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Children discuss the definition of a vertebrate and sort a variety of common animals into specific groups - fish, amphibians, reptiles, birds and mammals. Children identify and verbally name a variety of common animals; They learn how to identify carnivores, omnivores and herbivores by looking at their teeth. Animals are then sorting into a Venn diagram to show their understanding. *Can I name and identify common animals?* *Can I name & identify carnivores, herbivores & omnivores?* Through games, actions, songs and rhymes the children learn the names and positions of the basic parts of the body and label on a simple drawing. Children match their senses to the part of the body and then experience each of their senses through a variety of simple activities. This to be recorded on a simple chart.	**Seasonal changes: Make a Weather Diary (Winter)** Pupils should be taught to: •observe changes across the 4 seasons •observe and describe weather associated with the seasons and how day length varies **Science investigations and experiments** – linked to the working scientifically skills. The children will be taught how to ask questions about what they can see. They will be investigating which sweets will cause the greatest chemical reaction (which sweets will make a mess) when they add them to diet coke.	**Materials** **Everyday materials** Pupils to explore, name and discuss a wide range of materials by comparing them against each other, using scientific vocabulary (stretchy, smooth, transparent, opaque, waterproof, etc). They will record their finding through drawings and simple tables/diagrams. *Can I name & describe a range of materials, place materials in groups and talk about how I sorted them?* *Can I tell the difference between an object & its material?* Through a home task (building a model house – Teddy Bear House), chn demonstrate their understanding of materials and their properties using their learning from Spring 1.	**Seasonal changes** Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. Through a range on line resources, children observe the differences between the 4 seasons and complete sheet - match season to item eg, sun cream, scarf, pumpkin, lamb. Demonstrate their understanding of how a tree might change during the 4 seasons by showing how a tree would look during each season. *Can I spot the changes in the different seasons?* *Can I talk about the weather & how the day changes in length?* **Everyday materials** Egg Drop challenge – to build something that will protect an egg when dropped from a height. This experiment will be carried out in front of parents Drawing on previous learning, and teacher led questioning, the children will record their initial ideas and then plan their design, considering what materials will be suitable to protect the egg. *Can I choose and compare different materials for particular purposes?* *Design a Teddy Bear House linked to DT*	**Seasonal changes**: **Make a Weather Diary (Spring)** The children will create a weather diary by observing the weather first hand and onscreen. They will draw on previous learning to talk about the different seasons and describe them using their senses. They will ask questions and make predictions about the weather and create a 'weather diary'. They will record their observations through pictures and captions. They will talk about and observe how the seasons affect the length of the day. *Can I spot the changes in the different seasons?* *Can I talk about the weather & how the day changes in length?* **Animals** The children will learn about the five animal groups, mammals, birds, reptiles, amphibians, fish. They will describe and compare the structure of various common animals and sort them into the 5 groups. The children will recap on their previous learning about carnivores, omnivores and herbivores. They will carry out an investigation to identify whether an animal is an omnivore, carnivore or herbivore by looking at its poo. Through teacher lead questioning, and generating their own questions, the children will use simple equipment to observe. They will record their findings using simple charts and answer questions about their findings. *Can I name and identify common animals?* *Can I name & identify carnivores, herbivores & omnivores?*	**Plants** Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. **Plants** Use of the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. Pupils should be taught to: •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 The children will look at a variety of plants and learn how to identify the basic parts through simple observations. They will learn how to identify and name a variety of common wild and garden plants.

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	Can I draw and label the parts of the human body? Can I link these parts to my senses?					
Art	**Art: Drawing-Spirals** Using drawing, collage and mark-making to explore spirals.	**Art: Christmas Makes** Including Calendar	**Art: Surface and Colour** Flora and Fauna-Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display shared artwork.		**Art-Working in Three Dimensions** Making birds	
History	**History:** Changes in Living Memory-How have I changed since I was a baby?	**Changes within living memory** *(where appropriate, these should be used to reveal aspects of change in national life)* Lancaster then and now and changes the children remember in their own lifetime.	**Events beyond living memory that are significant nationally or globally:** The Great Fire of London	**Changes within living memory** *(where appropriate, these should be used to reveal aspects of change in national life)* Lancaster then and now and changes the children remember in their own lifetime; transport through time.	**The lives of significant individuals in the past who have contributed to national and international achievements.** ***Explorers:*** Amelia Earhart and Neil Armstrong	
Geography	**The UK and Weather Patterns**		**Our School Grounds** To use simple field work and observational skills to study the geography of Bowerham School and its grounds and the human and geographical features of its surrounding environment. To use simple compass directions. To use aerial photographs, devise a simple map and construct basic symbols in a key. -Digi Maps -Google Earth		**The World-Continents and Oceans** Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	

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DT		**DT: Christmas Pivot Slider Card** **Design** **Knowledge:** To understand that products are to be made to appeal to themselves and other users. **Skill:** To identify what makes a pivot slider move. **Knowledge:** To design a pivot slider card. To label my design using appropriate vocabulary **Make** **Knowledge:** To select tools and equipment appropriately for my product in order to perform linked practical tasks such as cutting, shaping, joining and finishing. **Skill:** To make a Christmas card with a pivot slider. **Knowledge:** To know how to keep safe when using DT tools. **Skill:** To know how to put a pivot slider together for a part to move. **Evaluate** **Knowledge:** To evaluate my design to make it even better. To know what went well and what needs improving with my product. **Technical Knowledge** **Knowledge**: To understand how a moving slider mechanism works.	**DT: Egg-Drop Challenge** The Egg drop challenge – Linked to science. Design and make a functional contraption, fit for purpose, to cushion an egg from a high drop to stop it breaking. Through the experience of science experiments and existing products to inform choices, materials are to be selected to aid shock absorption and air resistance. Products are to be made by selecting materials according to their characteristics, and the appropriate tools for these joining materials.	**DT: Fruit Smoothies** **Skill**: To identify fruits and vegetables (guava, passion fruit, grapefruit, dragon fruit, avocado, sweet potato, aubergine) To identify seeds in these fruits. Knowledge: To sort fruits and non-fruits. **Skill**: To make predictions about where edible parts of plants will grow. **Knowledge:** To describe where fruits and vegetables are grown. To name places where fruits and vegetables grow (above the ground, under the ground, vines, trees, bushes, hedges). To decide whether a fruit or vegetable will grow aboveground or underground. **Skill:** To practise food preparation skills. To use a fork to hold foods when cutting. To use a table knife to cut soft foods. To use a juicer to get juice from fruits. Knowledge: To know how to work safely and follow instructions. **Design** **Skill:** To select ingredients for a recipe. To choose fruits and vegetables to taste (banana, raspberries, strawberries, oranges, blueberries, lemons, pineapple). To describe a food's taste. To decide on three ingredients to create a recipe. **Knowledge:** To suggest fruits to put together based on taste. **Make** **Skill:** To apply food preparation skills to a smoothie recipe. To gather the ingredients for a simple smoothie recipe. To cut and juice fruits as part of the smoothie recipe. To use my senses to compare my smoothie with my partners. **Knowledge:** To know how to work safely and follow instructions. **Evaluate** **Skill:** To evaluate against the design brief. To choose a template to create a carton design. To choose my favourite recipe. To talk to the class about the design brief. **Technical Knowledge** To investigate where food comes from by sorting a range of products into plant-based foods and animal based foods. To know what is healthy and what is a treat.	**DT: Using wood for building.** **Knowledge:** To recognise different types of structures found in nature (*e.g., spider webs, beehives, bird nests*) and everyday objects (*e.g., bridges, houses, furniture*). To understand concept of sketching and modelling to generate and communicate ideas. **Skills:** To Observe and sketch different structures (*using pencils and paper*). Using modelling materials (*e.g., clay, cardboard*) to create simple models of lifeboats. To discuss and share ideas with classmates. **Knowledge:** To use basic geometric shapes (*e.g., triangles, squares, rectangles*) and their properties. To know how different shapes affect the stability of a structure (*e.g., wide bases are more stable*). **Skills:** To build simple structures with different shapes using blocks or construction toys. To test the stability of these structures by applying gentle force. To identify the most stable shapes for bird box construction. **Make** **Knowledge:** To know which types of wood are suitable for building (e.g., balsa wood, samba wood). To understand the concept of compression (squeezing materials together to create a joint). To know how to use wood glue safely and effectively. **Skills:** To Measure and mark wood to the desired size (using rulers and pencils). To cut wood using a hacksaw (with adult supervision). To Join pieces of wood together using wood glue and G-clamps for compression. To reinforce the structure by adding additional pieces of wood. **Evaluate** **Knowledge:** To understand the importance of testing a structure for strength, stiffness, and stability. To understand the definitions of *stable* (*firmly fixed*), *strong* (*does not break easily*), and *stiff* (*does not bend easily*). To know how to identify the weakest part of a structure. **Skills:** To test the bird box by attaching it to a stable structure e.g. tree or wooden post. To identify any weak points in the structure that need reinforcement. **Knowledge:** To know how to manipulate materials to improve strength and stiffness (*e.g., folding, layering, adding supports*). To understand the concept of "structure" as something made from parts. **Skills:** To make modifications to the bird box design based on the results of the testing (*using tools like sandpaper, drills, glue guns with adult supervision*). To experiment with different materials and techniques to reinforce the structure. To evaluate the final bird box design against the original design criteria.