

Y1	Why are humans not like tigers?	What happens when the toys come to life?	Why do people go on journeys?	Did the three little pigs use the best materials?	Who lives in a castle?	What lives in Ellenbrook?
<b>Trip/WOW</b>	Zoo Trip  Video- Madagascar / animals in classroom (VisualFX)	Christmas Theatre Company Visit  Old toy morning (Salford museum toy borrow)  Video- Toy Story	Campsite in the classroom!  Video – Up! Film / Ernest Shackleton video (Voki)  Arctic Visitor	Building strong houses for 3 little pigs/wolf to visit!  Making pancakes and pancake party!	Clitheroe Castle  Dragon Egg / Dragon in classroom  Video- Knights Tale/ Shrek (castle scenes)	Local – walk Martin Mere Trip  Bring Yer Wellies
<b>Texts</b> <b>Poetry</b> <b>Play scripts</b>	<b>Fiction:</b> <b>Welcome to the zoo</b> – Jay <b>Dear Panda</b> - Latimer <b>I'll Wait Mr Panda</b> – Anthony <b>When Lulu went to the zoo?</b> -Ellis <b>Never tickle a tiger</b> -Butchart <b>Tidy</b> – Gravett <b>Non-Fiction:</b> Wild Animal texts- various <b>Poetry:</b> Class 2 at the zoo – Jarman I've been eaten by a boa constrictor (song) Oi Frog series revisited Animal Poetry- Compiled by Brian Moses Weather Poetry – Foster Food Poetry <b>Film:</b> Video- Madagascar Escape of penguins	<b>Fiction:</b> <b>Peepo</b> - Alhberg <b>Major Glad Major Dizzy</b> – Oke <b>Toy Museum</b> – Lucas <b>Non-Fiction:</b> <b>Toy story</b> - Essential guides Elf on the shelf <b>Christmas:</b> <b>Polar Express</b> – Van Alsburg <b>Poetry-</b> Night before Christmas Toy Poem The Grinch – Dr Seuss <b>Film:</b> Mr Magorium's Wonder Emporium Toy Story The Grinch Kevin advert Mog Polar Express	<b>Fiction:</b> <b>The Lonely Beast</b> -Judd <b>The Great Explorer</b> - Judd <b>The Poles Apart</b> -Willis <b>Snail Mail</b> – Kingchai <b>Non-Fiction:</b> <b>Wonders of the world</b> –Speedy Publishing <b>Shackleton</b> <b>Penguins</b> - Usborne Antartic- Usborne <b>Poetry:</b> Car trip – Rosen <b>Film:</b> Happy Feet March of the penguins The Snow Dogs	<b>Fiction:</b> <b>Home</b> – Elis <b>The Three little pigs</b> – traditional stories <b>A house in the woods</b> – Moore <b>The biggest, baddest wolf</b> - Ward <b>Mr Wolf and the three bears</b> - Fearnley <b>Callum's construction kit</b> – Emmett <b>Mr Wolf's Pancakes</b> - Fearnley <b>Non-fiction:</b> Books about different materials <b>Poetry-</b> The sound collector	<b>Fiction:</b> <b>The kiss that missed</b> – Melling <b>Sir Scallywag and the Deadly Dragon</b> <b>Poo</b> – Stephenson <b>The Egg</b> - Robertson <b>The Queen's Hat</b> – Anthony <b>The Queen's Handbag</b> – Anthony <b>The Queen's Knickers</b> <b>Non-Fiction-</b> <b>The Queen</b> – Brassey (fact book) <b>Becoming Queen Elizabeth II</b> (Famous People, Great Events) Gillian Clements Castles- Usborne Video- Knights Tale/ Shrek (castle scenes) <b>Poetry</b> Dragon poems – Foster and Paul How to catch a dragon and others - Pie Corbett	<b>Fiction:</b> <b>Bog Baby</b> – Willis <b>Big Bad Owl</b> - Smallman <b>I spy in the sky</b> – <b>Bee and me</b> – Jay <b>Tree</b> - Teckentrup <b>Last tree in the city</b> – Carnavas <b>The flower</b> – John Light <b>Non-Fiction:</b> Maps and atlases <b>Film:</b> Happy feet
<b>Science</b>	<b>Animals including humans</b> 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.	<b>Seasonal changes (introduced &amp; revisited throughout the year)</b> observe changes across the four season observe and describe weather associated with the seasons and how day length varies.	<b>Seasonal changes (revisited throughout the year)</b> observe changes across the four season observe and describe weather associated with the seasons and how day length varies. <b>Plants classification</b> 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. (intro before Y2.	<b>Everyday materials</b> 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.	<b>Seasonal changes (revisited throughout the year)</b> observe changes across the four season observe and describe weather associated with the seasons and how day length varies.  <b>Animals including humans (revisiting in detail-birds)</b> identify and name a variety of common animals including birds describe and compare the structure of birds	
	<ul style="list-style-type: none"> <li>identifying and classifying</li> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>observing closely, using simple equipment</li> <li>gathering and recording data to help in answering questions.</li> </ul>					
<b>DT</b>	Food – zoo packed lunch for us / an animal & chopping and preparing understand where food comes from	Making toys – using tools, selecting materials, joining, mechanisms. -design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing,	Making suitcases and rucksacks. Protection materials. select from and use a wide range of materials and components, including textiles	Building structures and strengthening build structures, exploring how they can be made stronger, stiffer and more stable (consolidation through building castle elements)	Building structures and strengthening. build structures, exploring how they can be made stronger, stiffer and more stable (Arts Week)	

		<ul style="list-style-type: none"> <li>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>-select from and use a wide range of materials and components, including construction materials,</li> <li>-explore and evaluate a range of existing products</li> <li>-evaluate their ideas and products against design criteria</li> <li>explore and use mechanisms [for example, levers, sliders] in their products.</li> </ul> <p>KEEP OBJECTIVES TOGETHER</p>				
<b>History</b> <i>*in addition to skills section</i>		- changes within living memory.	- the lives of significant individuals in the past who have contributed to national and <u>international</u> achievements (Ernest Shackleton).		- the lives of significant individuals in the past who have contributed to <u>national</u> and international achievements.	- significant historical events, people and places in their own locality (Lowry)
<b>Geography</b>	<p>Zoo Maps – imaginary and picture maps</p> <ul style="list-style-type: none"> <li>- devise a simple map;</li> <li>- use simple compass directions (North, South, East and West) and locational and directional language.</li> </ul>		<p>Human and physical geography – locational knowledge of the UK and directional language</p> <p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>-name and locate the world’s 7 continents (intro before Y2)</li> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents</li> <li>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</li> </ul>	<p>Imaginary maps –positional and directional language</p> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (use world maps, atlases and globes to identify the United Kingdom and its countries,)</li> <li>- key physical features, including: beach, cliff, coast, forest, hill</li> </ul>	<p><b>Geographical skills and field work</b></p> <p><b>Locality – including aerial photos</b></p> <ul style="list-style-type: none"> <li>- use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;</li> <li>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</li> </ul>
<b>Art and Design</b>	<p>Animal masks Camouflage Drawing, painting, pattern line. Rousseau</p> <p>to use <b>drawing</b>, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Christmas themed – crafts; cards etc Published art.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Sculpture – shape and form</p> <p>to use drawing, <b>painting</b> and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Puppets</p> <p>to use a range of materials creatively to design and make products</p>	<p><b>Arts Week</b></p> <p>Designing and making products - castles</p>	<p>Lowry – landscapes</p> <p>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>
<b>Music</b>	<p>Hey You!</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Little Angel Gets Her Wings</p>	<p>In the Groove</p>	<p>Rhythm in the way we walk and Banana Rap</p>	<p>Round and Round</p>	<p>Reflect, Rewind and Replay</p>
<b>R.E</b>	<p><b>What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2)</li> </ul>	<p><b>Who is Christian and what do they believe? Visit to the church;</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<p><b>How and why do we celebrate special and sacred times?</b></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul>	<p><b>What makes some places sacred?</b></p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1)</li> </ul>		

<b>Computing</b>	<b>We are illustrators</b> create and debug simple programs	<b>We are celebrating</b> use logical reasoning to predict the behaviour of simple programs	<b>We are collectors</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content	<b>We are TV chefs</b>	<b>We are story tellers</b> recognise common uses of information technology beyond school	<b>We are treasure hunters</b> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
	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.					
<b>PSHE</b>	<b>Health and wellbeing</b>		<b>Living in the wider world</b>		<b>Relationships</b>	
<b>P.E</b>	<b>Invasion Games</b> participate in team games, developing simple tactics for attacking and defending	<b>Dance</b> perform dances using simple movement patterns.	<b>Gymnastics</b>	<b>Yoga/Body awareness</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<b>Netball/basketball</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<b>Dance</b>