

|                                   | Term 1                                       | Term 2                                | Term 3  | Term 4                                      | Term 5                                     | Term 6   |                                    |
|-----------------------------------|--|---------------------------------------|---|---|--|--|------------------------------------|
| <b>Year 1 /2 Cycle B</b>          | People Who Help Us                           | Once upon a time...                   | Curiosity and Exploration                         | Animals                                     | Growing                                    | 'Oh I do like to be besides the Seaside'                                     |                                    |
| <b>Overarching Question?</b>      | Do all Heroes have capes?                    | Are all stories in books?             | What can fossils tell us?                         | Do all animals have fur?                    | How does your garden grow?                 | What treasure will we find on the beach?                                     |                                    |
| <b>Stunning Start:</b>            | Visit from an everyday hero: Police Officer. | Story Suitcase                        | Finding a dinosaur bone – mini archaeological dig | Animals in school. E.G. tortoise , chickens | Garden centre. Allotments.                 | Go to beach. Find treasure. Message in a bottle.                             |                                    |
| <b>Fantastic Finish:</b>          | Hall of "Heroes day"!                        | Baking day- Making Gingerbread people | Visit Folkestone Museum                           | Brockhill Farm                              | Cooking with things we grow                | Go to the beach. Clean/ decorate pebbles/ beach art. Make it a better place. |                                    |
| <b>English Genres &amp; Focus</b> | <b>Poetry:</b>                               | Monster Poem- adjectives              | Action Poems-verbs                                | A.A. Milne, The Island - adjectives         | Suspense Poem- What did the Ladybird hear? | "A little seed" – verbs and sequencing                                       | "Seaside" Shirley Hughes - recount |
|                                   | <b>Narrative Title/ Model Text :</b>         | The Three Billy Goats Gruff           | The Gingerbread Man                               | Tom and the island of the Dinosaurs         | What the ladybird heard?                   | Enormous Turnip  | The Snail and the Whale            |
|                                   | <b>Focus:</b>                                | Character                             | Opening   | Setting                                     | Suspense                                   | Dialogue   | Ending                             |
|                                   | <b>Non Fiction</b>                           | Information                           | Instructions                                      | Recount                                     | Information                                | Instructions   | Recount                            |
|                                   | <b>Application/ Cross Curricular</b>         | Goat information                      | How to make a gingerbread man.                    | Recount archaeological Trip                 | Make a class animal information book       | How to grow a seed   | Our day at the beach               |

|              |                          |                          |                             |  |            |                        |
|--------------|--------------------------|--------------------------|-----------------------------|--|------------|------------------------|
| <b>Maths</b> | Place value              | Addition and subtraction | Multiplication and division | Length and height                      | Fractions  | Position and direction |
|              | Addition and subtraction | Shape                    | Money                       | Mass, volume, capacity and temperature | Statistics | Time                   |

|                  |   |  |  |  |                 |  |
|------------------|---|--|--|--|-----------------|--|
| <b>Science</b>   | Seasonal changes                              |  | Every day materials                            | Animals inc Humans   | Plants          | Seasonal changes   |
| <b>Computing</b> | Technology around us                          | Digital painting   | Moving a robot                                 | Grouping data  | Digital writing | Programming animations   |
| <b>History</b>   | Study of significant individual- Mary Seacole |  | Study of a significant individual- Mary Anning |  |                 | Local Study- How Hythe beach has changed and how its use has changed.                                  |
| <b>Geography</b> |   | This term our Travelling teddy will explore the four Countries of the Uk and the Capital cities. |  | Based on 'Meerkat Mail'<br><b>1. Where in the world does Sunny live?</b> |                 | 'Discover the UK' (Based on Snail & the Whale book)<br><b>1. What did the snail and the whale see?</b> |

|  |  |   |  |  |  |   |
|--|--|---|--|--|--|---|
|  |  | <p>Focusing on Landmarks, identifying features both physical and Human. Incorporating map skills.</p> <p><b>1. Where is England located?</b> Where is the capital city and does it have any special landmarks?</p> <p><b>2. Where is Wales located?</b> Where is the capital city and does it have any special landmarks?</p> <p><b>3. Where is Scotland located?</b> Where is the capital city and does it have any special landmarks?</p> <p><b>4. Where is Northern Ireland located?</b> Where is the capital city and does it have any special landmarks?</p> <p>Focus on Once upon a map book to give the children opportunities to create their own maps with landmarks .</p> |  | <p>Read together the opening of the story. Where does Sunny live? Use google earth to find and zoom onto the Kalahari desert. Discuss continent, countries and distance from UK. Note the equator, how close is the Kalahari to the equator and so one of the world's hotter places. How is the location different to the location of the UK? Support pupils to locate the Kalahari on a simple world map. Model use of an atlas. Why do they think Sunny is hot? Explain the significance of country location close to the equator.</p> <p><b>2. What is Sunny's home place like?</b><br/>Satellite view of the Kalahari –What features can be seen? Highlight vegetation, any sign of water? What animals might live here? A hot or cold place? Record the key words. Give each pupil one of the photographs or fact files about the Kalahari desert collect information about each aspect of the Kalahari (See resource file). A simple table may be used to record the animals, vegetation, climate, rivers, vegetation, soil, and people.</p> <p><b>3. How is Sunny's place different to mine?</b><br/>Link back to question 2 .Make comparison with aspect of UK e.g animals, vegetation</p> <p><b>4. Where will Sunny go to visit his cousins?</b><br/>Revisit the next section of the story – Sunny wanted to go and visit his cousins who live in different places. Have a look at their pictures again. look at where each cousin lives. Locate on map. Which countries will Sunny visit – discuss the countries Sunny will have to travel to; which is nearest, furthest, North, South , East, West? Which continents will Sunny visit? A range of written tasks could be set at this point to reinforce locational</p> |  | <p>During reading the book as children to notice the human and physical features. Possible activity label features from a page in the book.</p> <p><b>2.Where did the whale take the snail?</b><br/>The snail wanted to travel the world but where did they go? Look at each page in turn. What type of places are they? Allocate each group a different place in the story to look at- think about what the snail heard, saw, felt. As a class try to track his journey on a world map</p> <p><b>3.Where did the whale go next?</b><br/>Explain snail &amp; whales are now back in the UK. Zoom in from space for children to locate UK. Introduce names of surrounding seas. Possible activity- use printed maps of UK for children to add names of seas and then they can have a picture of a whale which they will use to move their whale around the seas using the direction given by teacher (N/S/E/W)</p> <p><b>4.Where did the snail go?</b><br/>Explain snail wants to stay on dry land for a while and needs some help. He wants to visit the countries and capitals of UK. Chn to locate &amp; label on map. How could the snail travel now? Think about directions, sights on the way. Snail could</p> |
|--|--|---|--|--|--|---|

|              |  |  |   |   |   |   |
|--------------|--|--|---|---|---|---|
|              |  |  |   | <p>awareness, map skills or use of the key vocabulary.</p> <p><b>5. Where could Sunny go next around the world? What different animals would he find?</b></p> <p>Review the locations Sunny has been to already. Do the pupils think Sunny will be happy to stay at home now? What if he was to have some more adventures and visit some famous places around the world? Think of places he could visit. Use World map to plan his travels. Possible writing task postcards from destinations</p> |   | <p>send postcard from his destination</p> <p><b>5. Why did the whale get stuck on the beach?</b></p> <p>Way of introducing the concept of the effect of human actions on the world e.g. jet skis scared him, litter confused him. Possible activity- poster for caring for environment</p> <p><b>FIELDWORK OPPORTUNITY TO VISIT OUR BEACH</b></p> |
| <b>P.E</b>   | <p><b>Indoors:</b><br/>Fundamentals</p> <p><b>Outdoors:</b><br/>Fundamentals</p> | <p><b>Indoors:</b><br/>Multi Skills</p> <p><b>Outdoors:</b><br/>Multi Skills</p>                             | <p><b>Indoor:</b><br/>Ball Skills</p> <p><b>Outdoors:</b><br/>Ball Skills</p> | <p><b>Indoor:</b><br/>Dance</p> <p><b>Outdoors:</b><br/>Throwing/Catching</p>   | <p><b>Indoor:</b><br/>Gymnastics</p> <p><b>Outdoors:</b><br/>Invasion Games</p> | <p><b>Indoor:</b><br/>Fitness Frenzy</p> <p><b>Outdoor:</b><br/>Athletics/Sports<br/>Day practice</p>   |
| <b>Music</b> | <p>Music express:<br/>Storytime (Y1 unit) &amp; Weather (Y2 unit)</p>            | <p>Music express:<br/>Machines (Y1 unit) &amp; Number (Y2 unit)</p>  | <p>Music express:<br/>Water (Y1 unit) &amp; Toys (Y2 unit)</p>                | <p>Music express:<br/>Our bodies (Y1 unit) &amp; Pattern (Y2 unit)</p>  | <p>Music express:<br/>Travel (Y1 unit) &amp; Ourselves (Y2 unit)</p>            | <p>Music express:<br/>Animals (Y1 unit) &amp; Seasons (Y2 unit)</p>   |
| <b>Art</b>   | <p>Exploring<br/>Observational<br/>Drawing of Still<br/>Life</p>                 | <p>3D form<br/>Guatemalan Worry<br/>Dolls<br/>(Link to Stick Man<br/>story)<br/>Link to Ruby's<br/>worry</p> | <p>Drawing<br/>Anatomical<br/>sketches of Fossils</p>                         | <p>Painting<br/>Textiles and Collage<br/>Art work and<br/>fashion inspired by<br/>the African<br/>Continent</p>   | <p>Painting<br/>Printing<br/>William Morris</p>                                 | <p>Painting<br/>Monet - Giverny – focus<br/>Compare with Edouard<br/>Manet (Seascapes – Turner,<br/>Renoir, de Momper)</p>  |

|                                 |   |  |   |  |  |   |
|---------------------------------|---|--|---|--|--|---|
| <b>DT</b>                       |   | Structures-Baby Bear Chairs                              |   | Mechanisms – Fairground Wheel                                  |  | Mechanisms - Making a moving monster                |
| <b>PSHE</b>                     | Families and friendships<br>Safe relationships  | Safe relationships<br>Respecting ourselves and others    | Belonging to a community<br>Media literacy and digital resilience | Media literacy and digital resilience<br>Money and work        | Physical health and mental wellbeing<br>Growing and changing | Growing and changing<br>Keeping safe                |
| <b>RE</b>                       | GOD:<br>What do Christians believe God is like? | INCARNATION:<br>why does Christmas matter to Christians? | GOSPEL:<br>What is the good news Jesus brings?                    | SALVATION: Why does Easter matter to Christians?               | JUDAISM:<br>Who is Jewish and what do they believe?          | JUDAISM:<br>Who is Jewish and what do they believe? |
| <b>Visitors or trips</b>        | Visit Fire Station                              | Visit Library in Hythe                                   | Folkestone Museum   | Brockhill farm.<br>Animals from 5 vertebrate groups in school. | Garden centre.<br>Allotments.                                | Go to beach. Find treasure.                         |
| <b>Special Focus Weeks/Days</b> | Harvest Festival                                | Awe and wonder day at Church                             |   | Animal Days<br>World Book day                                  | Cooking with the things we grow<br>Garden days               | Ocean guardians beach clean.<br>Book books.         |