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|  | AUTUMN | **SPRING** | **SUMMER** |
| Title & Main Focus | Splish, Splash, Splosh | Ice and Fire | Big Chef Little Chef |
| Outline of theme | Investigate what water is used for, how to stay safe around it and what happens when there is not enough.  | Find out about the coldest places on Earth and the hottest. What is life like there? Investigate historical events which take place where there is ice and fire. | Investigate where our food comes from and how to keep a healthy diet.  |
| Key texts/ authors | The Sea Saw, Bog Baby | Lighthouse Keeper’s Lunch | Snow Dragon – different versions.  | Samuel Pepys’s diary. | Never Ever Will I Not Eat a Tomato | Charlie and the Chocolate Factory |
| Literacy Focus |
| Fiction / Non Fic  | The Sea Saw | Lighthouse Keeper’s Lunch | Snow Dragon | Raven Child and the Snow Witch | Don’t Put Your Finger in the Jelly, NellyThe Cook and the King | Charlie and the Chocolate Factory |
| Text Type | Losing Tale | Repeating story | Quest Tale | Conquering the Monster | Rhyming stories | Wishing tale / character flaws. |
| Context |  |  |  |  |  |  |
| Fiction / Non Fic  | Look Closer Ocean | 10 Things I Can Do to Save the Earth | Ice-based Science experiments | The diary of Samuel Pepys.  | Linked to I Will Not Ever Never Eat a Tomato | Vegetarianism |
| Text Type | Explanation TextNon-chronological | Persuasion | Instructions | Recount | Persuasion | Discussion |
| Context | Life cycle of sea creaturesRock pools | Persuade children to save water. | How to conduct scientific experiments.  | Based on the | Persuading children to eat healthily | Vegetarianism pros and cons |
| Science Focus |
| Topic(s) | * Differentiate living things
* Plants and animals in habitats – classification
* Basic needs of animals and their offspring
* What plants need to survive
 | * Sorting Materials
* Floating and Sinking
 | **Uses of everyday materials:** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Describe how animals obtain their food from plants and other animals. Using the idea of a simple food chain, and identify the name and different sources of food. Find out and describe the basic needs of animals, including humans, to survive.  | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |
| Working Scientifically | What plants need to survive. |  |  |  | Exercise experiments | Germination and growth experiments |

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|  | AUTUMN | **SPRING** | **SUMMER** |
| Foundation Curriculum Overview – Links to National Curriculum |
| History | * Changes within living memory – **old/modern seaside holidays**
* The lives of significant individuals in the past – **Grace Darling**
 | * Changes within living memory
* Events beyond living memory that are significant nationally or globally – **The great fire of London**
* The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods – **The Titanic**
* Significant historical events, people and places in their own locality
 | Changes within living memory.Lives of significant individuals and how they have contributed. |
| Geography | * Locational knowledge - **name and locate the world’s 7 continents and 5 oceans**
* Human and physical geography – **seasons and weather / geographical vocabulary**
* Geographical skills and fieldwork – **maps and atlases for continents and oceans**
 | **Locational knowledge*** name and locate the world’s 7 continents and 5 oceans
* name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Geographical skills and fieldwork*** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 | **Locational knowledge****Place knowledge*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Geographical skills and fieldwork**Look for food grown locally. |
| Art and Design | * Range of artists - **textured paper based on Matisse**
* Wide range of art and design techniques – **The mermaid and the parakeet**
* Range of artists + Use a range of materials - Eric Carle with acetate
* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination + to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – **mod rock animals**
 | * To use a range of materials creatively to design and make products
* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* 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
 | * To use a range of materials creatively to design and make products  (vegetable in the style of Archinboldo)
* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* 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
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| Design and Technology | * Make – **sewing hand puppets**
* Design + Make **– bog baby**
* Design, Make + Evaluate **– paper boats**
* Make + Technical Knowledge **– lighthouses**
* Design, Make + Evaluate - **Making a habitat for bog baby**
 | **Technical knowledge*** Build structures, exploring how they can be made stronger, stiffer and more stable
 | Design purposeful, functional and appealing products.Understand where food comes from.Use a range of materials and tools to complete practical tasks.  |
| Computing | * Programming
* Data handling
* Multimedia
* E-safety
 | * understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* 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
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| Music | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes – **life cycle song / describe animal movements**
* Play tuned and untuned instruments musically - **tune of ‘Kaeru no uta’ to describe underwater creatures.**
* Listen with concentration and understanding to a range of high-quality live and recorded music – **describing an animal song**
* Experiment with, create, select and combine sounds using the interrelated dimensions of music – **repeating song – yellow duck**
 | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes
* Listen with concentration and understanding to a range of high-quality live and recorded music
 | Play tuned and untuned instruments musically - |
| RE | How and why do we celebrate significant times?What makes some celebrations sacred to believers?What can we learn from sacred books and stories? | How do we show we care for others? Why does it matter?How do we show we care for the Earth? Why does it matter? | Who is an inspiriting person? What stories inspire Christian / Muslim and / or Jewish people?What is the good news Christians believe Jesus brings? |
| PSHE | New BeginningsGetting on and Falling Out+ People who help us - RNLI | Say no to BullyingGoing for Gaols | Good to be MeRelationshipsChanges |