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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, Nelly  The 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 Text  Non-chronological | Persuasion | Instructions | Recount | Persuasion | Discussion |
| Context | Life cycle of sea creatures  Rock 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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| 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 |
| 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 |  |
| 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 Beginnings  Getting on and Falling Out  + People who help us - RNLI | Say no to Bullying  Going for Gaols | Good to be Me  Relationships  Changes |