

What will we be learning?



Autumn 1 (7 weeks)

Autumn 2 (7 weeks)

Phonics Screening

Spring 1 & 2 (11 weeks)

Summer 1&2 (5&2 weeks)

SATS

Summer 2 (5 weeks)

Dragon Rescuers



Fire, fire!



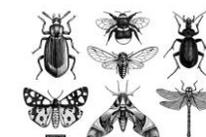
From forest to rainforest



Explorers



Minibeast Madness



Science

Throughout the Year...

To observe changes across the four seasons (reference display).

To observe and describe weather associated with the seasons and how day length varies (reference display).

Children should use a range of secondary sources of information.

To find out about and describe the basic needs of animals, including humans, for survival (water, food, shelter and air).
[What does a baby dragon need to survive?](#)

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.
[Reflect on building materials used to build houses in 1666.](#)

To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
[Discreet lesson](#)

To explore and compare the differences between things that are living, dead and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
[Explore local habitats then compare to the rainforest habitat.](#)

To describe how animals, obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
[Local and rainforest.](#)

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
To observe and describe how seeds and bulbs grow into mature plants.
[Start planting seeds and bulbs.](#)

Describe the importance for humans of exercise, eating, the right amounts of different types of food, and hygiene.
[Astronauts – healthy eating](#)
[How humans survive on Earth.](#)
[What astronauts need in space](#)

To identify and name a variety of plants and animals in their habitats, including micro-habitats.
[Name local plants and identify habitats in school grounds. When looking at minibeasts look at micro-habitats.](#)

To notice that animals, including humans, have offspring which grow into adults.
[Lifecycles continued from Rainforests.](#)

Working Scientifically

INVESTIGATION STATION
Do you think...?
I wonder why...?
How will we find out...?
I wonder how...?
I wonder if...?
What happens if...?

Children should have the chance to raise their own questions.
Children should be encouraged to notice patterns and relationships.

Fiery volcanoes!

Using their observations and ideas to suggest answers to questions

Dragon Eggs Light Experiment

Gathering and recording data in answering questions

Investigate how to change the shape of different materials.

Asking simple questions and recognising that they can be answered in different ways

An umbrella for Monkey - Which fabrics are waterproof?

Performing simple tests

Introduce Butterfly Garden

Observing closely, using simple equipment

Growth Investigation - How will different environments affect the growth of the seeds?

Gathering and recording data to help in answering questions

Observe butterfly life cycle

Observing closely, using simple equipment.
Observe change over time.

Sorting minibeasts

Identifying and classifying

Outdoor Explorers

What's happening?
Seasonal changes
Dragon evidence

Seasonal changes
Autumn leaf fire collage
Habitats – animal homes

Rubbings
Bird feeders
Local flora and fauna

Seasonal changes
Bird identification activity
Shapes of leaves

Planting
Growth observations
Map activities

Seasonal changes
Minibeast hunt
Life cycles

Eco Schools

Healthy Living Transport

WOW Walking challenge
Transport Survey
What's under your feet?

Waste

Should we throw away old toys?
Hedgehog homes
Switch off fortnight
World Soil Day

Litter

School Grounds
Big garden birdwatch
Recycle to Read campaign
Link to international school

Water Biodiversity

Fairtrade Fortnight
Waste week
Big schools birdwatch

Global Citizenship Marine

What's under your feet?
World Ocean's Day
WaterAid

Energy

Big butterfly count

What will we be learning?



Autumn 1 (7 weeks)

Autumn 2 (7 weeks)

Spring 1 &2 (11 weeks)

Summer 1&2 (5&2 weeks)

Summer 2 (5 weeks)

Dragon Rescuers

Fire, fire!

From forest to rainforest

Explorers Near and far

Minibeast Madness

History

Ongoing...

To use common words and phrases relating to the passing of time.
To develop sense of chronology.
To display class timeline and refer to regularly.

Historical event in own locality
[Costessey Dragon](#)
See 'History Planner Costessey Dragon'

Events that are beyond living memory that are significant nationally or globally.
[The Great Fire of London](#)
See 'History Planner GFOL'

The lives of significant individuals in the past who have contributed to national and international achievements.
Compare aspects of life in different periods.
[Compare Neil Armstrong and Christopher Columbus.](#)
See 'History Planner Explorers'

Geography

Ongoing...

To identify seasonal and daily weather patterns in the UK

Locational knowledge

To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea.

To name and locate the world's 7 continents and 5 oceans.

Skills and Fieldwork

To use world maps, atlases and globes to identify UK and its countries, as well as the continents and oceans studied at this key Stage.

Introduce class to UK and World map that will be referred to throughout the year. Include photographs etc. of children's home countries. Teach words: globe, atlas, and map. Display continents, oceans, and UK country words.

Human and Physical

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

[Where does the Snow dragon live?](#)
[Where does the Sun dragon live?](#)

Mapwork of local amenities both human and physical

London – capital city
Recap UK capital cities

Link capital cities to historical events.

Skills and Fieldwork

Use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
[Help characters find their way to the problem solvers office.](#)
See 'Mapping progression document'

Place knowledge

To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

[Our school v school in Brazil](#)

Human and physical

Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.

[When comparing places in UK and Brazil.](#)

[Link to where animals like to live – physical and deforestation increases human features.](#)

Name and locate world's seven continents and five oceans.

Link to world's famous explorers.

Skills and Fieldwork

To use simple compass directions and locational and directional language to describe the location of features and routes on a map.
[Make a map with instructions of how to get to Ugly Bug Ball.](#)
See 'Mapping progression document'

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
[Include key physical and human features on map on how to get to Ugly Bug Ball.](#)

Religious Education

Why is light an important symbol for Christians, Jews and Hindus?

(Christian, Jewish, Hindu)

What does the nativity story teach Christians about Jesus?

(Christian)

How do Christians belong to their faith family?

(Christian)

How do Jewish people celebrate Passover (Pesach)?

(Jewish)

Why do people have different views about the idea of God?

(Multi/Humanist)

What will we be learning?



Autumn 1 (7 weeks)

Autumn 2 (7 weeks)

Spring 1 & 2 (11 weeks)

Summer 1&2 (5&2 weeks)

Summer 2 (5 weeks)

Dragon Rescuers

Fire, fire!

From forest to rainforest

Explorers Near and far

Minibeast Madness

Design Technology

Ongoing skills...
cutting, measuring, marking
out, hole punching, tying,
joining, safety, hygiene

Project
Dragon themed Thaumatrope
(PlanBee)
Water dragon – water STEM
activities

Make bricks using different
materials.

Make / upcycle a product for the
Christmas Fair

To build structures, exploring
how they can be made
stronger, stiffer and more
stable.
Project
STEM: Spaghetti Challenge
Building bridges - Link to
Brunel and rainforests

Sewing skills
Project
Make a rainforest animal /
creature finger puppet

To use the basic principles of a healthy
and varied diet to prepare dishes.
To understand where food comes from.
Project
Make a healthy sandwich / wrap
Warburtons sandwich making project

To explore and use
mechanisms - wheels and
axels.
Project
Make a Minibeast car for
transport to The Ugly Bug
Ball

Art and Design

Expressive art and design

Develop drawing skills
Painting:
Watercolour – dragons.
Clay dragon tails – focus on
shape and using a variety of
techniques to create detail
and pattern.

Painting: Mixing colours - fire art.
Design: Make firework printing
tools.
Pattern and shape: Fireworks
Look at Japanese firework art,
printing and artists.

To improve our drawing skills
and understanding of 'line'
and 'tone' the children will
explore drawings of fabulous
architecture.

The Rainforest is an
inspiration to many artists
including Henri Rousseau and
traditional Mola textile artists.
The children will explore
artwork looking carefully at
the shapes, patterns and
colours.
Fabric dyeing, collage, pattern,
colour, shape.

L. S. lowry – Art Focus Week
If Lowry lived in Bowthorpe...
Ask and answer questions about
the starting points for their work
and develop their ideas.
Drawing activity based on Lowry
adding detail, focus on physical
features then add in human
features.

Drawing: Focus on shape, pattern
and detail – Austin's butterfly.
To demonstrate progression of
shape, pattern and detail by
reflecting and communication. To
have the opportunity to reflect
and edit.

Music

'Music Express' Scheme of
work

Ourselves
The children will explore ways of
use their voices to express
feelings. They will play, create and
perform vocal sounds and notate
pitch and duration, building to a
performance.

Our Land
The children will explore timbre
and texture. They will listen to and
explore descriptive sounds and
perform music inspired by myths.

Our Bodies
The children respond with their bodies
to steady beat and rhythm in music.
They experience combining rhythm
patterns with steady beat, using body
percussion and instruments.

Toys
The children will move and play to a
steady beat. They will learn how to
control changing tempo.

Story time
The children will explore sounds
from famous pieces. They will
develop their own ideas to
interpret a storyboard with sound
effects.

Seasons
The children develop further their
vocabulary and understanding of
pitch through movement, song
and listening. They will perform
pitch shapes in a variety of
musical arrangements.

Animals
The children develop
understanding of pitch through
using movement, voices and
instruments. They identify
contrasts of high and low pitches
and interpret and create pitch
using line notation.

Number
Children will explore steady bear
and rhythm patterns. They will use
body percussion, voices and
instruments to play beats and
patterns from different countries.

Weather
The children use voices, movement
and instruments to explore different
ways that music can be used to
describe the weather. They will create
a descriptive class composition using
voices and instruments.

Travel
The children will accompany a
travelling song using voices and
instruments to learn a Tanzanian
game song. They will improve their
own descriptive 'theme park' music.

Pattern
The children develop an
understanding of metre – groups of
steady beats – through counting, body
percussion and reading scores. The
children will use body percussion and
instruments to make, play, create and
combine mini beast rhythms.

Water
The children use voices, movement,
and instruments to explore changes of
pitch. They will create a class
composition to describe the sounds
and creatures of a pond.

Computing

Coding: Espresso Coding
(Consider use of Year 2
coding.)

E-safety

STEM unit: Computer systems
and networks –
IT around us

E-safety

Espresso Coding: Year 2 lessons

E-safety

Espresso Coding: Year 2
lessons

E-safety

STEM unit: Creating media:
digital photography

E-safety

STEM unit: Creating media:
making music

E-safety

STEM unit: Programming A:
Robot algorithms (Beebots)

What will we be learning?



Visits and Visitors

Community Focus

Jigsaw Mindful approach to PHSE and RSHE

Cooking

Health and Safety

British Values

| | Autumn 1 (7 weeks) | Autumn 2 (7 weeks) | Spring 1 & 2 (11 weeks) | | Summer 1&2 (5&2 weeks) | Summer 2 (5 weeks) |
|--|---|---|--|--|--|--|
| | Dragon Rescuers | Fire, fire! | From forest to rainforest | | Explorers Near and far | Minibeast Madness |
| Visits and Visitors | Mark Elvin | Theatre Royal – Dragons and Mythical Beasts Bowthorpe Worship Centre Carol Service | Woodland visit | Rainforest minibeast visit | Local walk | Nature Park - Pensthorpe Bee Host visit |
| Community Focus | <u>Our Class Community</u> See 'jigsaw' learning. What does a happy learning environment look like? Establish class rules. | <u>Our School Community</u> Christmas cards for people who help our school and for those who are lonely / elderly. Toys and Tins Appeal for vulnerable families by supporting The Salvation Army. | <u>Local Community</u> How can we be community green heroes? | <u>Global Community</u> Make links to a school in Brazil. Compare school life. | <u>Local Community</u> Amenities that support the community | <u>School Community</u> How can we make our community minibeast friendly? |
| Jigsaw Mindful approach to PHSE and RSHE | <u>Being me in my world</u> Hopes and fears Rights and responsibilities Rewards and consequences Working co-operatively Mindfulness | <u>Celebrating Differences</u> Identifying differences and similarities Bullying Problem solving Mindfulness | <u>Dreams and Goals</u> Succeeding Identifying strengths Positive attitude Working together Mindfulness | <u>Healthy me</u> Being healthy Relaxation Being safe Strategies for difficult situations Mindfulness | <u>Relationships</u> Importance of families Solving conflict Respect towards others Trust and appreciation Special to me | <u>Changing me</u> Life cycles Body change Changes in my life Prepare for transition Mindfulness |
| Cooking | Foods from the four countries of the UK | Christmas Shortbread Stars STEM: Brilliant Bread! Tasting from around the world! | Smoothies using Forest berries Valentine' s Day sweet treat | Decaf teas from around the world tasting Easter Nests | Warburtons sandwich making project | Honey tasting Honey recipes |
| Health and Safety | Classroom safety Washing hands E-safety (on-going) | Bonfire safety Pants video | Safety with medicines and cleaning products. | Road safety Stranger safety | Sun Safety E-safety (on-going, see computing plan) | Water safety |
| British Values | Democracy Why do we vote? Carryout vote in class. School Council – What is their role? Rule of Law Class and School rules Why do we have rules? Individual liberty Jigsaw link: Understanding my rights and responsibilities within the class. Using my voice: Expressing when someone is stopping you learn. | Rule of Law Public service roles. How do they keep us safe? Mutual respect and tolerance Jigsaw link: Stereotypes (boy girl) Celebrating cultural diversity within our school and community. | Democracy What is fair? Tell a selection of children they can't vote - how does that make them feel? Individual liberty Jigsaw link: Dreams and goals: Working through challenges. Helping others achieve their goals. | Mutual respect and tolerance How do we show respect and tolerance? | Democracy The importance of listening to different viewpoints. Rule of Law Rules within our Community and why they exist. | Individual liberty Using my voice: How do I express my opinion? Mutual respect and tolerance Challenging discrimination and prejudice. |

Communication and Language



| | Dragon Rescuers | Fire, fire! | From Forest to Rainforest | | Explorers Near and Far | Minibeast Madness |
|------------------------------|--|--|--|--|--|---|
| Traditional tales | St George and the Dragon Bravery Courage Honesty | Pinocchio Consequences Qualities Expectations | Robin Hood Giving Morals Ramifications Teamwork | Little Red Riding Hood Comparing texts Strangers Kindness Following rules | Dick Whittington Perseverance Success Luck | Jack and the Beanstalk Courage Greed Wisdom |
| Quality Texts | How to Catch a Dragon The Dragon Machine The Egg The Paper Bag Princess | Toby and The Great Fire of London Mr Fawkes, the King, and the Gunpowder Plot Who was Samuel Pepys? A Day at the Fire Station | The Gruffalo Tidy The Lorax Can't you sleep Little Bear? | The Great Kapok Tree The Vanishing Rainforest Window Where the Rainforest meets the Sea Pongo! | Oliver's Fruit Salad Oliver's Vegetables Beegu The Man on the Moon Emma Jane's Aeroplane | I saw a Bee The Snail Trail Twist and Hop Minibeast Bop! Mad about Minibeasts The Giant Jam Sandwich |
| Writing Opportunities | Creative Fiction Dragon creative writing Instructional Text How to catch a dragon Dragon Poetry | Creative Writing Diary entry Non-Fiction Recount of Theatre Trip Persuasive Text Firework safety poster Letter to Santa | Non-Fiction Animal facts Fiction – Rescue Story Billy the Brave Knight Wanted Posters | Persuasive Text Deforestation posters Non-Fiction Describe artefacts Poetry Rainforest animal – what am I? | Letter Application for explorer role Creative Writing Trip to the Moon Learn Q-Pootle story | Invitation to the Ugly Bug Ball Minibeast Poetry Diary of observing growth Letter to new teacher |