

AUTUMN	1 week	3 weeks	3 weeks	2 weeks	1 week	1 week	1 day	1 day	1 day
<i>Unit Title</i>	Keeping Safe	Our Beautiful IOW	Creation	Our Furry Friends	Once Upon a Time	Autumn	Anti-Bullying	Tools & Techniques	Nativity Journeys
<i>Subject(s)</i>	PSHE E-safety	Design Technology	Religious Education	Science	Music	Geography	PSHE	Art & Design	Religious Education
SPRING	2 weeks	2 weeks	2 weeks	1 day	1 week	3 weeks	2 weeks	½ week	½ week
<i>Unit Title</i>	Superheroes	Grace Darling	Going for Goals!	Change: People Meet Jesus	Global Citizenship	Animals and their Habitats	From Farm to Food	The Easter Story	Good to be Me Drug awareness
<i>Subject(s)</i>	Design Technology Science	History	PSHE	Religious Education	PSHE	Science	Design Technology	Religious Education	PSHE
SUMMER	2 weeks	1 day	3 weeks	1 week	1 day	3 weeks			
<i>Unit Title</i>	Changes in Living Memory	Belonging	Plants	SRE - Hygiene and lifestyle	Special Times Jewish Shabbat	Around the World in 80 Minutes...			
<i>Subject(s)</i>	History	Religious Education	Science	SRE PSHE	Religious Education	Design Technology (cooking) Music Geography			

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<i>Subject(s)</i>	PSHE E-safety	DT	RE	Science	Music	Geography	PSHE	Art & Design	RE
<i>Hook</i>	Watch Cbeebies clip on E-Safety	Visit to 'Blackgang Chine'.	Create objects from clay	Visits from Butterfly World, Mary Case and The IOW Bat Hospital	Visit from a brass band peripatetic teacher and Salvation Army band	Autumnal scavenger hunt	Story: Lucy and the Bully	Explore the colour wheel using YouTube song	Christmas Concert
<i>Learning Journey</i>	<ul style="list-style-type: none"> -Watch Cbeebies clip to stimulate discussion. -Discuss clip -Share ideas of how we stay safe. -Create a safety poster in groups. -Share posters with the class. 	<ul style="list-style-type: none"> -discover what makes the Isle of Wight a unique place to live. -visit a local tourist attraction 'Blackgang Chine', -consider design, location. - plan a theme park/ tourist attraction design 	<ul style="list-style-type: none"> -identify and talk about the concept of creation -simply describe the Christian and Hindu creation stories -describe in simple terms why they think Christians and Hindus value these stories -describe in simple terms their response to creation -identify simple examples of how their response to creation relates to their own and others' lives. 	<ul style="list-style-type: none"> - learn about the threatened animal their class is named after -meet experts who are passionate about preserving our native species. -learn about the basic needs of animals and humans and how plants and animals are dependent on one another as part of food chains. 	<ul style="list-style-type: none"> -focus my listening -understand what is meant by pitch. -use my voice and instruments at different pitches. -identify and control changes in pitch and use them expressively. -create short melodic patterns. - use changes in pitch expressively in response to a stimulus 	<ul style="list-style-type: none"> -identify and begin to describe the key components of the weather -use a range of materials -locate very hot and very cold places in the world -recognise and describe the key characteristics of very hot and very cold places 	<ul style="list-style-type: none"> -know what bullying is and what to do if they or someone is being bullied -Understand their own power to affect others positively 	<ul style="list-style-type: none"> -develop techniques of colour. -develop techniques of line. -develop techniques of pattern, line, shape, form and space. -apply skills through sculpture. 	<ul style="list-style-type: none"> -talk about their own experiences of and responses to journey's end. - identify how different journeys' ends affect them -identify and talk about different journeys' ends and how they make us feel -talk about the importance of journey's end in the birth narratives for Christians
<i>Outcomes</i>	Children present posters to each other and vote for their favourite. (The favourite is then put on display).	Present business ideas to a panel of 'Dragons' (teachers)	Retell the Christian story of creation	Animal themed artwork	Compose a piece of music in groups – perform to peers	Autumnal artwork for display	Vocabulary to describe a good friend	Piece of art – share in art galleries	Perform a nativity Retell the story of Baboushka Create a nativity triptych

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<i>Subject(s)</i>	DT Science	History	PSHE	RE	PSHE	Science	DT	RE	PSHE
<i>Hook</i>	Create outfit in teams for a given superhero	Visit from RNLI lifeboat (Terry Barnes)	Visit from local policeman	Hilda Arkell to bring bible story to life. Drama activities	Video : different cultures united by sport.	Visits from Amazon World and Owl & Monkey Haven	Visit local farmers' market (Thur) / The Living Larder	Video of Easter story	Circle time
<i>Learning Journey</i>	<ul style="list-style-type: none"> -look at a range of badges, compare and discuss (shapes, colour, size and pattern) -design a badge that will be sewn by children. -join fabrics using running stitch, glue, staples, over-sewing and tape -make the badge -write invitations to invite EYFS to badge fashion show -children to explain how they made their badge to the EYFS children. 	<ul style="list-style-type: none"> -research Grace Darling -sequence one of Grace Darling's rescues -write a diary entry of a day in the life of Grace Darling rescuing people. -rehearse performance 	<ul style="list-style-type: none"> -visit from a local police officer - learn about different careers -produce a poster page with what they want to be and reasons why. -write questions to find out about a career of their choice. -interview selection of people who have different careers 	<ul style="list-style-type: none"> -understand that Jesus was a man and that he affected people's lives in different ways. -recognise that Christians believe Jesus was God and that there are stories about how he changed people's lives. -make my own predictions about my future. -recall one of these stories and am able to talk about the change that happened. -I can create an image of one of the stories. 	<ul style="list-style-type: none"> - investigate where food comes from. -design their favourite food dish. -explore that plants need warmth, light and water to grow and survive. -compare similarities and differences between people from around the world. -share with the school our learning through a display board. 	<ul style="list-style-type: none"> -find out about the basic needs of animals (food, water, air) -identify and classify different living creatures -complete food chains -investigate claims about ideal habitats for woodlice -make scientific observations -recognise that animals produce offspring that grow into adults 	<ul style="list-style-type: none"> Prepare questions to ask during our trip to Tapnell Farm. Link back to Animals and their Habitats unit and look forward to this unit. Tapnell Farm visit Analyse a dish Explore methods of baking Use a range of techniques to produce a dish Write a set of instructions (recipe) 	<ul style="list-style-type: none"> -talk about their own experiences of sad and happy -identify feelings of sadness/happiness in different situations for different people -identify and talk about feelings of sadness and happiness -recognise how sadness and happiness are important in the Easter story -talk about the importance to Christians of feelings of sadness and happiness when they remember the Easter story 	<ul style="list-style-type: none"> -I can tell you something that makes me feel proud. -I know when I learn best. - I can tell when I am being impulsive and when I am thinking things through. - I can tell when a feeling is weak and when it is strong -I know more names for feelings than I did before. -I can use more words to express my feelings. -I can tell when I am feeling worried or anxious. -I can tell you some things that make me feel anxious.
<i>Outcomes</i>	Fashion show to display and describe badges	Performance of story of Grace D in front of an audience, film for e.g. APP.	Career day with parents visiting to discuss jobs with children. Children produce poster page with what they want to be and reasons why	Create wall hangings for the Minster.	Share with the school our learning through a display board.	Design a new habitat for an animal they have seen.	Cook and share dish made with local produce	Performance at KS1 Easter	Circle time

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<i>Subject(s)</i>	History	RE	Science	SRE PSHE	RE	DT Music
<i>Hook</i>	The Toymaker - Martin Waddell Grandparent visitor	To recognise the groups we belong to through sharing own experiences and looking at logos and pictures. Staff to share own baptism experiences.	Dissect a piece of grass Naturezones	Dolls and baby bath to discuss importance of washing. YouTube handwashing song / video.	Shabbat table	Whole school steam train journey and obstacle course
<i>Learning Journey</i>	-group toys according to what they are made out of – wood, metal other materials -answer the question - What is a toy? -recognise the changes in design of a bicycle over the last 200 years -conduct a survey of favourite toys in the class -ask questions about the past and about other people's lives -find out about their own family – family tree -ask members of their families about the toys they played with	-think about the different communities we belong to -recognise the main features of church -recognise that Christians can belong to different churches but share a common faith	- identify what plants need to grow and where they get these things from. - identify two or three plants and their roots, stems, leaves and flowers. -plan an experiment and predict what will happen to their plants. -observe what happens to celery in coloured water. -know the seasons and the months and weather associated with them. -record a bean diary. -record the weather using simple instruments. -observe and record a range of habitats	-discuss washing -name the main body parts	-follow instructions to make bread -use a range techniques to combine ingredients and plait bread -learn about the importance of Shabbat for Jewish people -experience a traditional Shabbat meal To write about the Shabbat meal	-develop techniques of colour, pattern, texture, line, shape, form and space -learn about range of artists, craftsmen and designers -perform dances using simple movement -play tuned and untuned instruments musically -listen & understand live and recorded music -make and combine sounds musically -name & locate the four countries and capital cities of the United Kingdom using atlases & globes -name & locate world's continents and oceans -use four compass directions & simple vocab -compare local area to a non-European country
<i>Outcomes</i>	To present their writing to other classes	To be able to articulate what it means to belong	Bean plant to take home	Ability to talk about lifestyles, hygiene and personal feelings	Diary entry	Perform for parents

