

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wonderful me		Wonderful words		Wonderful world	
Enrichment Activities	Autumnal local walk	Bonfire Night	New Year's Resolutions	Lent – Pancake Day	St George's Day	Healthy eating week
Cultural Capital	Baby pictures from home	Remembrance Day	Winter walk	World Book Day	King's Coronation	Food Tasting – different cultures
Educational visits	Harvest	Diwali	Chinese New Year	St David's day	Eid	Post a letter
		St Andrew's Day	E-safety day	Holi	Bring Yer Wellies – class trip	Sports day
		Anti-bullying day	Road safety	St Patrick's Day		Transition to Year 1
		Advent	Fire/dentist visit	Class worship – Mother's Day		
		Nativity performance		Ramadan		
		Christmas - church visit		Easter		
English	Reading and writing opportunities linked to Rosie's Walk You're So Amazing Goldilocks and the Three Bears	Post a poem Larry the Lion (alliteration) Reading and writing opportunities linked to Owl Babies Pumpkin Soup The Baddies	Reading and writing opportunities linked to Three Little Pigs The Storm Whale Percy the Post Penguin	Classic Poetry Twinkle Twinkle by Jane Taylor Reading and writing opportunities linked to The Little Red Hen Farmer Duck Martha Maps it Out	Reading and writing opportunities linked to Handa's Surprise The Lion Hunt Tad	Off By Heart Poetry Maytime Magic I love the Earth Reading and writing opportunities linked to How to Catch a Star Whatever Next The Very Hungry Caterpillar Superworm
UTW – Past & Present	Own family history focus – generations/ancestors		Significant people – Vicar, teachers, doctors, nurses, firefighters Little people books – Florence Nightingale		Significant event – Moon landing What makes an event significant?	

	<p>What has changed since my family members were young?</p> <p>Know what a family tree is and make their own.</p> <p>Know the important events in their own lives. Know that things change over time e.g. from when their parents/grandparents were the same age as them.</p> <p>Know their date and year of birth.</p> <p>Know about technology, toys, styles of music from the past.</p>	<p>What makes someone important?</p> <p>Know some occupations people have. Know how these people can help us. Know why we remember some people. Know what they are remembered for.</p>	<p>Know who was the first person to land on the moon.</p> <p>Know when the first person landed on the moon (1969).</p> <p>Know why the moon landing was significant. Know some other significant people linked to space travel.</p>
<p>UTW – People, cultures and communities</p>	<p>EYFS 1: I am special</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> - give pupils an understanding that they are unique and special - to know that Christians believe that they are loved, valued and made by God. <p>EYFS 4: Christmas</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> - explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. 	<p>EYFS 3: Special People</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> - give pupils an opportunity to explore Christian values through their own actions and the actions of others. - highlight the role of significant/special people in pupils' lives. - emphasise the ways in which Jesus was a special person. <p>EYFS 7: Easter</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> - explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection. - enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story) 	<p>EYFS 9: Special Places?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> - begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. <p>EYFS 11: Special Times?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> - develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. - introduce pupils to the story of Pentecost and God as Holy Spirit. - begin to develop pupils' knowledge of the festivals celebrated by people of faith.

<p>UTW - communities</p>	<p>Wonderful me – My school Enquiry question – Where is my school and what is it like? Linked texts: Rosie’s Walk by Pat Hutchins LINK – T4W text In every house on every street by Jess Hitchman Know the name of their school Know that their school is in Walton le Dale Know how to draw a simple map of their school Know where significant places are in school e.g. school hall, school office Know that school is next to a river, farm, shops and houses Name the river next to school – River Darwen</p> <p>Field work: Explore area around school and school grounds/local river/farm/roads etc</p>	<p>Wonderful words – Where I live Enquiry question – What is like in my local area? Linked texts: Katie Morag Island Stories by Mairi Hadderwick</p> <p>Know they live in Walton le Dale/Bamber Bridge/Lostock Hall/Frenchwood Know their own street address Know different types of houses and homes e.g. flats, terraced, semi-detached Know where people who help us are located – dentist, doctors, fire station Know where they live in comparison to other places.</p> <p>Fieldwork: Local area walk – Walton Green farm/local shops/Look at types of houses</p>	<p>Wonderful world – Safari Enquiry question – What would it be like on a safari in Kenya? Linked texts: Welcome by Barroux The snail and the whale by Julia Donaldson Handa’s surprise - LINK – T4W text</p> <p>Name animals you would see on a safari Describe what the weather would be like in Kenya Know that Kenya is in Africa Know what the land is like – dry, hot, grassland, savanna Compare to other landscapes such as mountains, oceans, deserts, rainforests,</p> <p>Field work: Bring Yer Wellies</p>
<p>Expressive art and design (Art)</p>	<p>Drawing: Marvellous marks Enquiry question: What tools can be used when drawing a self-portrait?</p> <p>Artist: Vincent Van Gogh</p>	<p>Sculpture & 3D: Creation station Enquiry question: How is a clay sculpture made?</p> <p>Artist: Julie Wilson</p>	<p>Painting & mixed media: Paint my world Enquiry question: How can paint and mixed media be used to create artwork?</p> <p>Artist: Megan Coyle</p>
<p>Expressive art and design (DT)</p>	<p>Structures: Junk modelling Houses and homes</p> <p>Scenario: We have been learning all about ourselves. Can you build a model of your home?</p> <p>Enquiry question: How can models be made from junk?</p>	<p>Textiles: Bookmarks</p> <p>Scenario: Our teacher keeps losing the page in our book. You have been asked to make something to help them remember which page they are up to.</p> <p>Enquiry question: How can bookmarks be made?</p>	<p>Cooking & nutrition - Seasonal project: Rainbow salad</p> <p>Scenario: The school kitchen need some ideas for a new healthy lunch. You have been asked to design and make a healthy salad.</p> <p>Enquiry question: Why is it important to eat healthy foods?</p>

	Me!	My Stories	Our World
Music	<p>What can you learn about yourself through music?</p> <p>Everyone!</p> <p>What can you learn about others through music?</p>	<p>What stories can songs tell?</p> <p>Big Bear Funk</p> <p>How can instruments be added to songs?</p>	<p>What is a rhythm?</p> <p>Reflect, Rewind, Replay</p> <p>What is your favourite song and can you perform it?</p>
Computing	<p>Enquiry question: How can I log on to a computer?</p> <p>KAPOW – Data handling – introduction to data</p> <p>Enquiry question: How can data be sorted?</p>	<p>Enquiry question: What information should I share?</p> <p>KAPOW – Using a Computer</p> <p>Enquiry question: How can I use a keyboard and a mouse?</p> <p>Enquiry question: What information should I share?</p> <p>KAPOW – Exploring hardware</p> <p>Enquiry question: How is technology used in everyday life?</p>	<p>Enquiry question: What is the internet and how can I stay safe on it?</p> <p>KAPOW – Programming – All about instructions</p> <p>Enquiry question: What is the internet and how can I stay safe on it?</p> <p>KAPOW – Programming – Programming Beebots</p>
PSHE	<p>Relationships - Enquiry question: Who are my family and friends?</p> <p>Belonging to a community - Enquiry question: How can I show that I am responsible?</p> <p>Media literacy - Enquiry question: How do we use a digital device safely?</p>	<p>Money and work - Enquiry question: What is a goal?</p> <p>Keeping safe - Enquiry question: How can children keep themselves safe?</p> <p>Respecting ourselves and others - Enquiry question: What is kindness?</p>	<p>Physical health and wellbeing - Enquiry question: How can I look after myself?</p> <p>Growing and changing - Enquiry question: What do I learn as I grow?</p> <p>Safe relationships - Enquiry question: How can I keep myself safe?</p>
Science	<p>Animal adventures</p> <p>Seasonal change - Autumn</p>	<p>I am a scientist</p> <p>Seasonal change – Winter and Spring</p>	<p>Our beautiful planet</p> <p>Seasonal change - Summer</p>