



	Term 1		Term 2		Term 3	
Topic Title	Autumn 1 Marvellous Me (7 weeks)	Autumn 2 Where do we live? (6 weeks)	Spring 1 Dinosaurs (6 weeks)	Spring 2 On Safari! (6 weeks)	Summer 1 Enchanted Woodland (6 weeks)	Summer 2 Beside the Seaside (7 weeks)
<b>Writing (The Literary Curriculum)</b>	<p><b>Super Milly and the Super School Day- Stephanie Clarkson.</b></p> <p>Outcomes: Letters of encouragement; a retelling; song lyrics and job applications</p> <p><b>Main Outcome:</b> Alternative character version</p>	<p><b>The Naughty Bus – Jan and Jerry Oke.</b></p> <p>Outcomes: Letters, diaries, sequels, non-chronological reports.</p> <p><b>Main outcome:</b> Own adventure story.</p>	<p><b>Dinosaurs and all That Rubbish – Michael Foreman.</b></p> <p>Outcomes: Letters, setting descriptions, instructions, narrative (retelling), pamphlet, poster.</p> <p><b>Main outcome:</b> Pamphlet.</p>	<p><b>Pig the Pug – Aaron Blabey.</b></p> <p>Outcomes: Character comparisons, fact sheets, shared poem, own version narratives</p> <p><b>Main outcome:</b> 'How to' guide</p>	<p><b>Little Red- Bethan Woollvin.</b></p> <p>Outcomes: Labels, notes of advice, adverts, own version narrative</p> <p><b>Main Outcome:</b> Alternative character version</p>	<p><b>The Sea Saw – Tom Percival.</b></p> <p>Outcomes: Writing in role, notes of advice, missing posters, diary entries, letters of thanks</p> <p><b>Main Outcome:</b> Own version narrative</p>

	<p><b>So Much-Trish Cooke.</b></p> <p>Outcomes: Performance/narrative poetry; own version narrative poem.</p> <p><b>Main Outcome:</b> Own 'So Much' narrative poem</p>	<p><b>The Polar Express – Chris Van Allsburg.</b></p> <p><b>Main Outcome:</b> An own version narrative in the form of a retelling in a Christmas card for children in Year 1.</p>	<p><b>Cave Baby – Julia Donaldson.</b></p> <p>Outcomes: Labels and captions, informal letters</p> <p><b>Main Outcome:</b> Narrative re-telling</p>	<p><b>The Odd Egg – Emily Gravett.</b></p> <p>Outcomes: Thought and speech bubbles, diary entry, letter, certificate.</p> <p><b>Main outcome:</b> Egg-spotter's guide (non-fiction report)</p>	<p><b>The Deep Dark Wood – Algy Craig Hall and Ali Pye. (Literacy Shed +)</b></p> <p>Outcomes: sentence work, descriptions &amp; instructional language.</p> <p><b>Main Outcome:</b> Instructions</p>	<p><b>Stanley's Stick – John Hegley.</b></p> <p>Outcomes: Retellings, descriptions</p> <p><b>Main outcome:</b> Own version narrative</p>
<p><b>Maths (The White Rose)</b></p>	<p>Number – Place value (within 10) Addition and Subtraction (within 10) Geometry – Shape Number – Place value (within 20)</p>		<p>Addition and Subtraction (within 20) Number – Place value (within 50) Measurement – Length and height Weight and volume</p>		<p>Multiplication and division Fractions Position and direction Place value (within 100) Money Time</p>	
<p><b>Science</b></p>	<p><b>Animals including Humans</b></p>	<p><b>Seasonal changes – Autumn to Winter</b></p>	<p><b>Seasonal changes – Spring to Summer</b></p>	<p><b>Animals</b></p>	<p><b>Plants</b></p>	<p><b>Everyday Materials</b></p>
<p><b>History</b></p>	<p>Events beyond living memory – Florence Nightingale, Mary Seacole and Edith Cavell.</p>		<p>Significant individuals – Mary Anning</p>		<p>Wright Brothers</p>	
<p><b>Geography</b></p>		<p><b>The United Kingdom</b></p> <p><b>Locational Knowledge –</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>		<p><b>Africa</b></p> <p><b>Locational Knowledge –</b> Name and locate the world's seven continents and five oceans.</p>		<p><b>Our Local Area - Newquay</b></p> <p><b>Human and physical geography –</b> use basic geographical vocabulary including beach, cliff, coast, forest, hill, mountain, sea,</p>

		<p><b>Geographical Skills and Fieldwork –</b>  Use maps, atlases and globes to identify the UK  Use compass directions (North, East, South, West) and locational and directional language (left, right, near, far) to describe the location of features on a map.  Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple ma; and use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Human and physical geography –</b>  use basic geographical vocabulary including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop</p>		<p><b>Geographical Skills and Fieldwork –</b>  Use maps, atlases and globes to identify the UK, countries, continents and oceans studied at this key stage.</p> <p><b>Place Knowledge –</b>  Understand geographical similarities and differences through studying the human and physical geography of Newquay and a town in Africa.</p>		<p>ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop</p> <p><b>Geographical Skills and Fieldwork –</b>  Use compass directions (North, East, South, West) and locational and directional language (left, right, near, far) to describe the location of features on a map.  Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple ma; and use and construct basic symbols in a key.</p> <p><b>Human and physical geography –</b>  use basic geographical vocabulary including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop</p> <p><b>Geographical Skills and Fieldwork –</b>  Use aerial photographs to recognise landmarks and basic human and</p>
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						physical features; devise a simple map; and use and construct basic symbols in a key. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.
<b>D&amp;T (Kapow)</b>	<b>Food – Fruit and Vegetables</b>  <b>Healthy fruit smoothies</b>  <b>Fruit superhero badges</b>		<b>Textiles –</b>  <b>Dinosaur Puppets</b>	<b>Food – Fruit and Vegetables</b>  <b>Exotic fruit kebabs</b>	<b>Mechanisms –</b>  <b>Making a plane</b>	<b>Structures –</b>  <b>Constructing a lighthouse</b>
<b>Art</b>		<b>Primary and Secondary colours – colour wheel</b>  <b>Bonfire night art using ready mixed paint and forks to make firework outline</b>  <b>Bonfire night art using oil pastels</b>	<b>3D Papier Mache dinosaur eggs</b>  <b>Dinosaur fossils using clay</b>	<b>Observation drawing of animals (from zoo trip)</b> <b>Durer 1515</b>	<b>Botanical fairies</b>	<b>Exploring through watercolour</b>  <b>Sea scape scenes of Newquay</b> <b>Modern painter – Turner</b>
<b>Music (Kapow)</b>	Pulse and Rhythm	By the Sea	Pulse and Tempo	Animals: Classic Music, Dynamics, and Tempo	Fairy tales	Under the Sea
<b>PSHE (Jigsaw)</b>	<b>Being me in my world</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>RE</b>	Unit 1.2 Who do Christians say made the world?	Unit 1.3 Why does Christmas matter to Christians?	Unit 1.6 Who is Muslim and how do they live?	Unit 1.5 Why does Easter matter to Christians?	Unit 1.7	Unit 1.8

	(Creation)	(incarnation)		(Salvation)	Who is Muslim and how do they live?	What makes some places sacred to believers?
<b>PE</b>	Agility – Balance – Coordination	Jump – Shape - Create	Look – Run – Avoid	Throw – Prepare - Catch	Float – Swim – Be Safe	Aim – Strike - React
<b>Computing</b>	<b>Technology around us</b>	<b>Programming – Moving a robot</b>	<b>Creating media – Digital Writing</b>	<b>Creating Media – Digital painting</b>	<b>Grouping Data</b>	<b>Programming – Animations</b>
<b>Trips and Visits</b>	Fresh Point visit Harvest Festival performance DISC Food bank (Harvest Festival) Autumn Nature hunt	Bus trip- The Naughty Bus Christmas Cinema Trip Christmas party Christmas Nativity	Dinosaur Experience	Newquay Zoo	Forest experience Newquay Orchard Teddy Bear's picnic	Beach School Visit to Padstow Lifeboat Station