



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Name</b>	Our Wonderful World!	Our Wonderful World at Night	Terrific Toys	Fire Fire!	Interesting India	Explorers and Pioneers
<b>Visits / Visitors / Workshops</b>	Llama farm		Oakham Castle – Victorian Toys		Bombay Cottage	Hunstanton
<b>Key Texts</b>	<b>The Last Wolf – Mini Grey</b> <b>Here we are: Notes for living on Planet Earth – Oliver Jeffers</b>  <b>Nature's Day – Kay Maguire</b>	<b>The Owl who was Afraid of the Dark – Jill Tomlinson</b> <b>Owl Babies - Tidy – Emily Gravett</b>	<b>Traction Man – Mini Grey</b> <b>Lost in the Toy Museum – David Lucas</b> <b>Dogger – Shirley Hughes</b> <b>Beegu -</b>	<b>Paddington Bear – Michael Bond</b> <b>The Great Fire of London (Emma Adams)</b> <b>The Gentle Giant – Michael Morpurgo</b>	<b>Indian Myth: A bucket of blessings</b> <b>Wordless Book: Chalk</b> <b>Traditional Tale: Hansel and Gretel</b>	<b>Traditional Tale – Dick Whittington</b> <b>Stone Girl, Bone Girl : The story of Mary Anning - Laurence Anholt</b> <b>Pirate Stew - Neil Gaiman</b>
<b>Literacy: Text types / purposes for writing</b>	<b>Letter writing</b> <b>Persuasive letter writing</b>	<b>Character descriptions</b> <b>Setting descriptions</b>	<b>Instructions</b> <b>Museum display (non-fiction)</b>	<b>Letter</b> <b>Newspaper report (non-fiction)</b>	<b>Poetry</b> <b>Story (alternative ending)</b>	<b>Setting description</b> <b>Narrative writing</b>
<b>Cross Curricular writing</b>	Geography- Earth	<b>Science- habitats, light and dark</b>	<b>Science-</b> instructions	<b>History – Diary entry</b> <b>RE – Recount</b>	<b>Geography –No Chronolgical Report</b>	
<b>Maths (White Rose)</b>	Number and Place value (3 weeks) Addition and Subtraction (4weeks)	Addition and Subtraction (2 week) Money (2 weeks) Multiply and divide (2week) Consolidate/assess (1week)	Multiplication and Division (4 weeks) Statistics (2 weeks)	Properties of shape (2weeks) Fractions (4weeks)	Length and height (2 weeks) Position and direction (2 weeks) Problem solving (2 weeks) Consolidate and assess	Time (2 weeks) Mass, capacity and temperature (3weeks) Consolidate and assess
<b>Science</b>	<b><u>Living Things and their Habitats</u></b>  Explore and compare the differences between things that are living, dead and things that have never been alive.  <i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</i>	<b><u>Living Things and Their Habitats-</u></b> suitable habitats, match animals to habitat, food sources and food chains.  Light sources and shadows, reflective materials	<b><u>Materials-</u></b> 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	<b><u>Materials-</u></b> carry out simple fair tests	<b><u>Plants –</u></b> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<b><u>Animals and Humans Exercise, hygiene and diet –</u></b> Notice that animals, including humans, have offspring which grow into adults. <i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).Covered term 1 ?)</i> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
<b>Working Scientifically (Procedural Knowledge) is taught throughout each unit</b>						



<b>History</b>			<p>Changes within living memory.</p> <p>How my toys have changed in 6 years? How have toys changed for 6 year olds over time? Has the material that toys are made from changed over time? How have Christmas toys changed over time? Do they reflect the Materials form the time? How do Toys reflect how adults were living at the time they were made? Significant Person – Theodore Roosevelt History of the Teddy Bear Design History of Lego How has film and book merchandise changed our toys overtime? How has playing outside with toys changed since the 1950s?</p>	<p>Events beyond living memory that are significant nationally:</p> <p>Who was King Charles the II? What were houses like in 1666 in London? How important was fire to the way people lived in London around 1666? What did a day in the life of a Londoner look like on Pudding Lane in 1666? How did the Great Fire of London start? How did it spread so quickly? How was the fire put out? Who was Samuel Pepys? Did anything survive the Great Fire of London? How did London change after the fire? How did the Fire Brigade start? How has firefighting changed overtime?</p>		<p>Significant people comparison: Christopher Columbus and Mary Anning</p> <p>Who was Christopher Columbus? What was life like growing up? How did Columbus become an explorer? Were pirates real? How did they almost kill Columbus? How ships were made in 1440? What made Columbus' greatest mistake become his greatest achievement? What did Columbus discover on his journeys? What has Columbus got to do with Slavery? What is the Legacy of Columbus?</p> <p>Who was Mary Anning? What did she do? Why was she unusual? What problems did she face? What is her legacy? Who has she inspired?</p>
	Working Historically (Procedural Knowledge) is taught throughout each unit					
<b>Geography</b>	<p>Seasons and Daily Weather patterns</p> <p>Name and locate the 7 continents Name and locate the 5 oceans To explain the terms human and physical features To identify location of hot areas of the world in relation to the Equator To identify location of cold areas of the world in relation to the north and south pole</p>	<p><b>Local Study- Ryhall</b> use simple fieldwork and observational skills to study the geography of Ryhall school and its grounds and the key human and physical features of its surrounding environment To learn to identify features in an environment To use geographical vocab to use simple compass directions to use locational and directional language</p>			<p>To explain the terms human and physical features To learn to identify features in an environment To identify the similarities and differences between two differing locations To use geographical vocab To use simple compass directions To use aerial photographs to recognise human and physical features To devise a simple map</p>	



	To use geographical vocab To locate places on globes, atlas, maps	To use aerial photographs to recognise human and physical features To devise a simple map To use a key To locate places on globes, atlas, maps			To locate places on globes, atlas, maps	
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units						
RE	Who is Muslim and how do they live? (part 1)	Why does Christmas matter?	What is the 'good news' that Jesus brings?	Why does Easter matter?	Who is Muslim and how do they live? (part 2)	What are the deeper meanings of festivals?
Art	<b>Collage</b> (Artist Study Yayoi Kusama) <b>Collage</b> (Trinidad Village)	<b>Painting</b> (Van Gogh- Starry Night) <b>3D</b> (nocturnal animals, Andy Goldsworthy)		<b>Evaluation</b> (Paul Klee- Fire Painting and the Fire Of London Painting )	<b>Drawing</b> (Taj Mahol) <b>Printing</b> (Rangoli Patterns)	<b>Painting</b>
DT			<b>Technical Knowledge/ Evaluate 1/ Explore/ make-</b> Hand Puppets	<b>Explore/ Make/ Evaluate 2 -Wheels and Axles</b> Moving vehicle	<b>Food: Preparing Vegetables</b> Indian Vegetable Soup	
Music	Performing Arts	Rutland Music Service Percussion	I Wanna Play in a Band	Rutland Music Service Singing Grammar	Hands, Feet , Heart Performing Arts	Friendship Song
PE	Throwing & Catching Attacking & Defending	Bat and Ball Gymnastics	Circuits Invasion Games	Multiskills Invasion Games	Dance Striking & Fielding	Sports Day skills Multiskills
Computing	Online Safety	Coding	Spreadsheets Safer Internet day	Questioning Effective Searching	Creating Pictures	Making Music Presenting ideas
PSHE general	<p><b>Families and friendships:</b> Making friends; feeling lonely and getting help</p> <p><b>Safe relationships:</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><b>Respecting ourselves and others:</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>		<p><b>Belonging to a community;</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b>Media literacy and digital resilience</b> The internet in everyday life; online content and information</p> <p><b>Money and work:</b> What money is; needs and wants; looking after money</p>		<p><b>Physical health and Mental wellbeing:</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b>Growing and changing:</b> Growing older; naming body parts; moving class or year</p> <p><b>Keeping safe:</b> Safety in different environments; risk and safety at home; emergencies</p>	
Whole School Projects		Anti Bullying Week	Safer Internet Day Childrens' Mental Health Week	World Book Day		