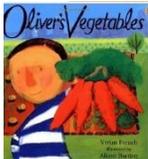
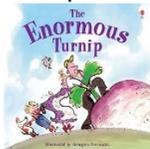
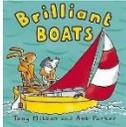
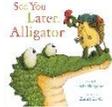
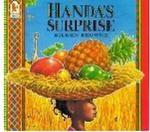
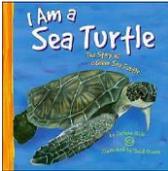


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	Autumn 1- My Island	Autumn 2- My Island	Autumn 3- My Country	Autumn 4- My Country	Autumn 5- My World	Autumn 6- My World
Theme/Books	<p><u>The Isle of Wight</u> Sailor Ted and the Mystery Tour- with map.</p>  <p>Oliver's Vegetables</p>  <p>Pumpkin Soup</p>  <p>The Enormous Turnip</p> 	<p><u>The Isle of Wight</u> Jack and the Flumflum Tree by Julia Donaldson.</p>  <p>Brilliant Boats by Toni Mitton</p> 	<p><u>My Village/town/city/country</u> The town mouse and the country mouse by Libby Walden</p>  <p>Mice in the city- London.</p>  <p>All are welcome by Alexandra Penfold</p> 	<p><u>My Countryside</u> Tadpoles Promise</p>  <p>The Bog Baby</p> 	<p><u>My World</u> See you later alligator by Emma Levey</p>  <p>Handa's Surprise</p> 	<p><u>My World</u> Environmental issues related to the sea. The Green sea turtle by Sarah Sandoval</p>  
Trips/visitors/Experiences	Garlic Farm Farmer Jacks	RNLI Sailor Ted Author Experienced Sailor talk		Forest Schools	Isle of Wight zoo	

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		Boat ride off the Needles.				
Science Science cont.	Working Scientifically Sc1/1.1 Asking simple questions. SC1/1.2 Observing closely. Sc1/1.3 Performing tests. Sc1/1.4 Identifying and classifying. Sc1/1.5 Suggesting answers. Sc1/1.6 Gathering recording data. Sc1/4.1a Observe changes across the four seasons. Sc1/4.1b Observe and describe weather associated with seasons and how length of day varies. Sc1/2.1a Identify and name common garden plants. Sc1/2.1b Identify and describe the basic structure of a	Working Scientifically Sc1/4.1a Observe changes across the four seasons. Sc1/4.1b Observe and describe weather associated with seasons and how length of day varies. SC1/3.1 Distinguish between an object and material from which it is made. Identify and name everyday materials. Sc1/3.1 Describe the simple physical properties of everyday materials. Compare and group together everyday materials based on their properties. Sc1/2.2d Identify and name and draw and label basic parts of the human	Working Scientifically Sc1/1.1 Asking simple questions. SC1/1.2 Observing closely. Sc1/1.3 Performing tests. Sc1/1.4 Identifying and classifying. Sc1/1.5 Suggesting answers. Sc1/1.6 Gathering recording data. Sc1/4.1a Observe changes across the four seasons. Sc1/2.2d Identify and name and draw and label basic parts of the human body and say which part is associated with each sense.	Working Scientifically Sc1/1.1 Asking simple questions. SC1/1.2 Observing closely. Sc1/1.3 Performing tests. Sc1/1.4 Identifying and classifying. Sc1/1.5 Suggesting answers. Sc1/1.6 Gathering recording data. Sc1/4.1a Observe changes across the four seasons. Sc1/4.1b Observe and describe weather associated with seasons and how length of day varies. Sc1/2.2c Identify and name a variety of	Working Scientifically Sc1/1.1 Asking simple questions. SC1/1.2 Observing closely. Sc1/1.3 Performing tests. Sc1/1.4 Identifying and classifying. Sc1/1.5 Suggesting answers. Sc1/1.6 Gathering recording data. Sc1/4.1a Observe changes across the four seasons. Sc1/2.2b Name and describe a variety of common animals that are carnivores, herbivores and omnivores. Sc1/2.2c Identify and name a	Working Scientifically Sc1/1.1 Asking simple questions. SC1/1.2 Observing closely. Sc1/1.3 Performing tests. Sc1/1.4 Identifying and classifying. Sc1/1.5 Suggesting answers. Sc1/1.6 Gathering recording data. Sc1/4.1a Observe changes across the four seasons. Sc1/4.1b Observe and describe weather associated with seasons and how length of day varies. Sc1/2.2c Identify and name a variety of

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	<p>variety of common flowering plants. Sc1/2.2d Identify and name and draw and label basic parts of the human body and say which part is associated with each sense.</p>	<p>body and say which part is associated with each sense.</p>		<p>common animals including fish, amphibians, reptiles, etc. Sc1.2.2c Describe and compare the structure of a variety of common animals (amphibians, etc.)</p>	<p>variety of common animals including fish, amphibians, reptiles, etc. Sc1.2.2c Describe and compare the structure of a variety of common animals (amphibians, etc.) Sc1/2.2d Identify and name and draw and label basic parts of the human body and say which part is associated with each sense.</p>	<p>common animals including fish, amphibians, reptiles, etc. Sc1.2.2c Describe and compare the structure of a variety of common animals (amphibians, etc.)</p>
<p>Geography</p> <p>Geography cont.</p>	<p>Ge 1/1.3a use basic geographical vocabulary to refer to: 1.key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>Ge1/1.4c Can use a photo, video or audio as evidence of what they have seen. Can work in a group with an adult to ask questions. GE 1/1.4d use simple fieldwork and observational skills to study the geography of their</p>		<p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Ge1/1.2a</p>	<p>Ge1/1.4d Can reach a simple conclusion to a fieldwork question or prediction. Ge1/1.1name and locate the world's seven continents and five oceans Ge1/1.3a identify seasonal and</p>

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	<p>2.key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Ge 1/1.4 a Use pictures maps and globes. Ge 1/1.4b Can use directional language: near/far/left/right- and describe location of features And routes on a map. Ge 1/1.4c Can use photos, pictures and maps to recognise landmarks and basic human and physical features. Can draw basic maps and create own symbols. Ge 1/1.4d Can make simple geographical observations.</p>		<p>school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Ge1/1.1b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Ge1/1.3b key human features, including city, town, village, factory, farm,</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>-Can reach a simple conclusion to the field work question or prediction.</p>
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	-Can draw a simple sketch map labelling key features.		house, office, port, harbour and shop. -Can measure using simple appropriate geographical vocabulary and frequency recording. -Can reach a simple conclusion to the field work question or prediction.			
History	<p>Continuity and Change Hi1/1.1 Can match old objects to people or situations from the past. Hi1/1.3 Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>Historical Significance Can recognise and describe special</p>	<p>Chronology Confidently use vocabulary associated with the past, e.g. old/new/now/then.</p> <p>Create simple timelines to sequence processes, events, objects within own experience. Hi1/1.2 Know about events beyond living memory- Great Fire of London.</p>	<p>Historical Enquiry Hi1/1.3 Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Historical Enquiry Hi1/1.2 Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture</p>	<p>Historical Significance Hi1/1.3 Can recognise and describe special times or events for family or friends.</p>		<p>Cause and consequence Hi1/1.3 Can give simple explanations why a person from the past acted as they did and talk about consequences of their actions.</p>

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	times or events for family or friends.	Characteristic features Recognise that buildings, clothing, transport, technology could be different in the past.	sources, artefacts, etc. Historical interpretation Hi1/1.3 Can talk about different accounts of real historical situations.			
Art	Ar1/1.1 to use a range of materials creatively to design and make products. Ar1/1.4 – Mary Summer- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Ari/1.1 to use a range of materials creatively to design and make products	Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – drawing city landmarks and buildings.	Ar1/1.4 To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Monet’s Waterlilies. Paul Klee Collage – Landscape with yellow birds. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Ar1/1.4 Henri Rousseau- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination- Create paintings or batik style images based on the green sea turtle.
DT	DT1/2.1a Use the principles of a	DT1/1.1 Design and make a boat.	DT1/1.4 Build structures		DT1/1.2 Make a bag/basket to	

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	<p>healthy and varied diet to prepare dishes – Pumpkin Soup.</p> <p>DT1/2. 1b Understand where food comes from.</p> <p>DT1/1.1 Design purposeful, functional products. Glider – Sailor Ted story.</p> <p>DT1/1. b generate/develop/ Communicate ideas.</p> <p>DT1/1.2b Make from a range of materials.</p> <p>DT1/1.3 Evaluate their ideas.</p>	<p>Design purposeful functional appealing products based on a design criteria.</p> <p>DT1/1.1b Generate, develop, model and communicate their ideas through talking, drawing, templates, information and communication technology.</p>	<p>exploring how they can be made stronger, stiffer and more stable- Build a London landmark/bridge.</p> <p>DT1/1.4b Explore and use mechanisms in their products.</p> <p>DT1/1.1 Design purposeful, functional products. Glider – Sailor Ted story.</p> <p>DT1/1. b generate/develop/ Communicate ideas.</p> <p>DT1/1.2b Make from a range of materials.</p> <p>DT1/1.3 Evaluate their ideas.</p>		<p>carry Handa’s fruit. Select from a range of tools and equipment to perform practical tasks.</p> <p>DT1/1.2a Select from and use a range of materials and components, including construction materials, textiles, and ingredients according to their characteristics.</p> <p>DT1/1.3 Evaluate and explore a range of existing products.</p> <p>DT1/1.3b Evaluate their ideas and products against design criteria.</p>	
Music	Mu1/1.1 Use their voices expressively	MU1/1.4 Experiment with,	MU1/1.3 Listen with	MU1/1.2	MU1/1.3 Listen with	MU1/1.2

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	and creatively by singing songs and speaking rhymes and chants.	create, select and combine sounds using the interrelated dimensions of music. Explore the sounds of a stormy sea.	concentration and understanding to a range of high-quality live and recorded music. Listen to music played at the Royal Albert Hall London- Last night of the proms.	Play tuned and untuned instruments musically.	concentration and understanding to a range of high-quality live and recorded music. African Themed music.	Play tuned and untuned instruments musically.
Computing	CO2/1.6 Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about material on the internet or other online technologies.	CO2/1.5 Recognise common uses of information technology beyond school.	C)2/1.2 Create and debug simple programs. CO2/1.3 Use logical reasoning to predict the behaviour of simple programs.	CO2/1.4 Use technology to create, organise, store, manipulate and retrieve digital content.	CO2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	CO2/1.4 Use technology to create, organise, store, manipulate and retrieve digital content.
RE	Festivals – Harvest	Festivals – Diwali, Christmas	Festivals – Chinese New Year Pancake day	Festivals – Easter		
PSHE	SCARF programme Rules/Friendships.	SCARF programme	SCARF programme	SCARF programme	SCARF programme	SCARF programme
PE	PE1/1.1a Master basic movements including- running,	PE1/1.1a Master basic movements including- running,	PE1/1.1a Master basic movements including- running,	PE1/1.1a Master basic movements including-	PE1/1.1a Master basic movements including-	PE1/1.1a Master basic movements

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	<p>jumping, throwing, catching. Develop balance, agility, co-ordination. Apply to a range of activities.</p> <p>PE1/1.1b</p> <p>Participate in team games.</p> <p>PE1/1.1c Perform dance and simple movement patterns.</p>	<p>jumping, throwing, catching. Develop balance, agility, co-ordination. Apply to a range of activities.</p> <p>PE1/1.1b</p> <p>Participate in team games.</p> <p>PE1/1.1c Perform dance and simple movement patterns.</p>	<p>jumping, throwing, catching. Develop balance, agility, co-ordination. Apply to a range of activities.</p> <p>PE1/1.1b</p> <p>Participate in team games.</p> <p>PE1/1.1c Perform dance and simple movement patterns.</p>	<p>running, jumping, throwing, catching. Develop balance, agility, co-ordination. Apply to a range of activities.</p> <p>PE1/1.1b</p> <p>Participate in team games.</p> <p>PE1/1.1c Perform dance and simple movement patterns.</p>	<p>running, jumping, throwing, catching. Develop balance, agility, co-ordination. Apply to a range of activities.</p> <p>PE1/1.1b</p> <p>Participate in team games.</p> <p>PE1/1.1c Perform dance and simple movement patterns.</p>	<p>including-running, jumping, throwing, catching. Develop balance, agility, co-ordination. Apply to a range of activities.</p> <p>PE1/1.1b</p> <p>Participate in team games.</p> <p>PE1/1.1c Perform dance and simple movement patterns.</p>
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