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| Years 1 and 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A | Memory Box | Bright Lights, Big City | Muck, Mess and Mixtures | Wriggle and Crawl | Land Ahoy | Enchanted Woodland |
| Memorable Experience | Teddy bears’ picnic | Tea with the Queen | Messy mixtures morning | Visit local woodland, heathland or countryside area to do a Minibeast hunt. | Make a boat, sink a ship and sing a sea shanty!  Grace Garling Museum visit | Visit a local woodland |
| Innovate Challenge | Special memories box | Marley the meerkat’s trip to London. | Big messy art exhibition | Lifecycle presentation | Search the school ground for Captain Greenbeard’s treasure | A woodland party for Mr Fox |
| Main Learning Themes | **English**  Recounts  Diary writing  Rhymes and mnemonics  Descriptions  Information books  **Geography**  Fieldwork in the local environment  **History**  Changes within living memory | **English**  Recounts  Labels & captions  Adventure Narrative  Instructions  Emails  **Science**  Everyday materials  Working scientifically  **Geography**  Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities and differences  **History**  Great Fire of London | **English**  Labels, lists and captions.  Recipes  Poetry  Narrative  Leaflets  **Science**  Everyday materials  Working Scientifically  **Art and DT:**  Printing Food  Landscapes  Mixed media pictures and collages  Colour mixing  Using clay  Food tasting  Origins of food  Healthy meals  Following recipes  Designing an outdoor kitchen | **English**  Lists and Leaflets  Instructions  Reviews and information  Books  Poetry  Writing for different purposes  **Science**  Living Things and their habitats  Animals, including Humans  Working Scientifically | **English**  Narratives  Information books  Descriptions  Poetry  Postcards  **Science**  Everyday materials  Working Scientifically  **Geography**  Using and making maps  Location knowledge  Using and giving direction.  **Art and Design:**  Observational drawing and printing.  **ICT:**  Programming and using presentation software  **D&T:**  Mechanisms and structures  **History:**  Significant historical people- Captain James Cook and Grace Darling Ths Sinking of the Titanic  **Music:**  Sea shanties | **English**  Recounts  Information book & letters  Lists & instructions  Narratives  **Science**  Plants and animals  Identifying and classifying  **Geography:**  Making maps  **Art and DT:**  Working with natural materials  Drawing and painting  Building structures  Making party food. |
| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle B | Why don’t snakes have legs? | What happens when I fall asleep? | What is a shadow? | Do you want to be friends? | Are carrots orange? | How many pebbles on the beach? |
| Memorable Experience | Visit a reptile house but may link to Year 1 visit to look at Fossils. | Visit planetarium or link to Year 1 Alien Crash. | A sunny day walk to hunt for shadows. | Look for people who help us in school. | Visit a supermarket or a Garden Centre. | Seaside visit. |
| Innovate Challenge | Discover hatchlings and make a habitat for their hatchling. | Create constellations. | Make stained glass windows. | Friendship games and friendship scenarios using Jelly babies. Could be included with Year 1 letter from the mayor to improve community and friendship. | Decide upon a carrot recipe to make. | Create a sea creature using pebbles. |
| Main Learning Themes | **English**  Rhymes and repetitive phrases  Hears and says the initial sounds in words.  Listens to others one to one or in small groups, when conversations interest them.  Maintains attention, concentrates and sits quietly during appropriate activity.  Listen attentively in a range of situations.  Listen in a larger group.  **Knowledge and Understanding the World**  Can talk about some of the things they have observed.  Looks closely at similarities, differences, patterns and change.  Say how living things are the same or different. | **English**  Describes main story settings, events and principal characters  Enjoys an increasing range of books.  Demonstrate understanding when talking with others about what they have read.  Describe the main events in the simple stories they have read.  **Knowledge and Understanding the World**  Shows interest in the lives of people who are familiar to them.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Enjoys joining in with family customs and routines.  Say how others are the same or different to them. | **English**  Instructions  Rhyme  Expressive talk  Discuss key events in stories.  **Knowledge and Understanding the World**  Talks about why things happen and how things work.  Explain why things happen.  Know the properties of some materials and can suggest some of the purposes they are used for.  Be familiar with basic scientific concepts. | **English**  Look at Non-fiction books.  Captions  Rhyme  Poetry  Instructions  Recount.  **Knowledge and Understanding the World**  Remembers and talks about significant events in their own experiences.  Enjoys joining in with family customs and routines.  Say how others are the same or different to them.  Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. | **English**  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Two-channelled attention – can listen and do for short span.  Respond to what they hear with relevant actions.  Listen in a larger group.  Rhyme and Alliteration.  **Knowledge and Understanding the World**  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Enjoys joining in with family customs and routines.  Say how other traditions are the same or different to their own.  Understand that different people have different beliefs, attitudes, customs and traditions and why it is important **to** treat them with respect.  Comments and asks questions about aspects of their familiar world.  Looks closely at similarities, differences, patterns and change.  Be familiar with basic scientific concepts. | **English**  Poetry  Rhyme  Lists  Labels  Narratives.  **Knowledge and Understanding the World**  Comments and asks questions about aspects oftheir familiar world such as the place where they live or the natural world.  Looks closely at similarities, differences, patterns and change.  Know that the environment and living things are influenced by human activity. |