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|  | **Grace Darling/Coastguard** | **Explorers** | **Our Local Environment** |
| **How has the coastguard changed over time?** | **Why are explorers so important?** | **How does our environment change and how can we look after it?** |
| AUTUMN | SPRING | SUMMER |
| **Literacy** | Stories including Fantasy  (3 weeks)  Oi! Get off our Train, The Magic Bed  Something Fishy (Visual Literacy) | Stories with a familiar setting  ( 2 weeks )  The Whales’ Song by Dylan Sheldon and Gary Blythe | Fairy Tales  (3 weeks)  Hansel and Gretel by Anthony Brown  Rapunzel by Sarah Gibb |
|  | Animal Poetry  (2 weeks) | Tales from a Variety of Cultures  ( 2 weeks )  The Dragon Machine by Helen Ward | Classic Contemporary Fiction  ( 2 weeks )  The Sand Horse by Ann Turnbull and Michael Foreman  Jo Jo the Melon Donkey by Michael Morpurgo |
|  | Stories with a familiar Setting  (3 weeks)  The Lighthouse (Visual Literacy)  The Lighthouse Keepers Lunch | Instructions  ( 2 weeks ) | Letters  (2 weeks)  Dear Zoo by Rod Campbell  Dear Greenpeace by Simon James |
|  | Information Text  (2 weeks)  Great White Man-Eating shark, The Rainbow Bear and Ice Bear | Recounts  ( 2 weeks )  Farmer Duck by Martin Waddell and Helen Oxenbury | Information Texts  ( 2 weeks )  Yucky Worms by Vivian French  Variety of Minibeast books |
|  | Songs and Repetitive Poems  (2 weeks) | Poetry – Playing with Language  ( 2 weeks )  The Works chosen by Paul Cookson  Walking the bridge of your nose selected by Michael Rosen  The Works Key Stage 1 chosen by Pie Corbett  The Works 3 chosen by Paul Cookson  Read Me First chosen by Louise Bolongaro | Poems on a Theme  ( 2 weeks )  Where the forest meets the sea by Jeannie Baker  Poems by Celia Warren |
|  | Labels, Lists, Signs and Posters  Developed through Cross Curricular work | Poetry – The Sound Collector  ( 2 weeks ) | Traditional Poems  ( 2 weeks )  Winnie the Poo, When we were very young, Now we are six by A.A Milne |

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| **Numeracy** | Number: Place Value – 4 weeks  Number: Addition and Subtraction – 4 weeks  Geometry: Shape – 2 weeks  Measurement: Money – 2 weeks | Number: Multiplication and Division  (Yr1 Place value to 50) – 4 weeks  Number: Fractions - 3 weeks  Measurement: Length and Height – 2weeks  Measurement: Mass, Capacity & Temperature – 2 weeks  Consolidation of learning – 1 week | Number: Yr1 Place Value within 100,  Yr2 Statistics – 2 weeks  Geometry: Position and Direction – 2 weeks  Problem Solving and efficient methods – 2 weeks  Measurement: Time – 3 weeks  Investigations – 2 weeks  Consolidation – 1 week |
| **Geography** | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  (marking Northumberland and Farne Islands, Amble and Tynemouth)   * identify seasonal (Autumn and Winter – as they happen) and daily weather patterns in the United Kingdom * use basic geographical vocabulary to refer to:   + key physical features, including: beach, cliff, coast, sea, ocean, river, soil, vegetation, season and weather   + key human features, including: city, town, village, office, port, harbour * 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 * use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | * identify seasonal (Autumn and Winter – as they happen) and daily weather patterns in the United Kingdom (Links with Science) * Name and locate the world’s 7 continents and 5 oceans | Our Local Environment   * Identify seasonal and daily weather patterns across the world. * Use simple compass directions and locational and directional language to describe the location of features and routes on a map. * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Contrast with a non-European country. * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. * Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom |
| **History** | Changes in the Coastguard over the years/lighthouses  Significant historical events, people and places in their own locality. (Grace darling) (Breeches Buoys – Tynemouth)  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | Explorers  The lives of significant individuals in the past who have contributed to national and international achievements.  Christopher Columbus, Neil Armstrong. | Emily Davison  The lives of significant individuals in the past who have contributed to national and international achievements.  (compare and contrast with Rosa Parks) |
| **Science** | Animals, including humans  Yr1  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a number of animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals.  Identify, name, draw and label the basic parts of the human body and say which parts are associated with each sense.  Yr2  Notice that animals, including humans have offspring which grow into adults.  Find out about and describe the basic needs of animals for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  **Observe changes across the four seasons.**  **Observe and describe weather associated with the seasons and how day length varies.** | Materials and their uses.  Yr2  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.  Yr1  Distinguish between an object and the material  from which it is made. Identify and name a variety of everyday  materials, including wood, plastic, glass, metal, water, and rock.  Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  **Observe changes across the four seasons.**  **Observe and describe weather associated with the seasons and how day length varies.** | Plants and seasonal changes  Yr1  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Yr2  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.  **Observe changes across the four seasons.**  **Observe and describe weather associated with the seasons and how day length varies.** |
| **RE** | We use the Northumberland County Council Agreed Syllabus Christianity – Unit 1 God    Christianity – Unit 2 Jesus    Christianity – Unit 5 Festivals and Celebrations | We use the Northumberland County Council Agreed Syllabus  Hinduism – Unit 3 Stories    Hinduism – Unit 1 Festivals and Celebrations | We use the Northumberland County Council Agreed Syllabus  Christianity – Unit 3 Communities    Hinduism – Unit 2 Lifestyles |
| **E**  **-** | E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | | |

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|  | Staying Safe Online  Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them. | Follow the Digital Trail  Pupils and students learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small,  helpful or hurtful, depending on how they manage it. | Screen Out the Mean  Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. |
| **Computing** | Technology around us and beyond school.  What technology us available to use at school.  Logging on, saving, and retrieving. Recognise common uses of information technology beyond school. Use technology safely  and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | 2Publish to create an information booklet Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely  and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.    Coding using J2code. | Roamer/Beebots/Ozobot to follow and make routes around our local environment.  Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.Understand what  algorithms are; how they are implemented as programs on  digital devices; and that programs execute by following precise and unambiguous instructions.Use technology safely and  respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| **D&T** | Design a healthy lunchbox/picnic  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Evaluate their ideas and products against design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,  information and communication technology. Select from and use a wide range of materials and components, including  construction materials, textiles and ingredients, according to their characteristics .Explore and evaluate a range of existing products. | Making boats  Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Evaluate their ideas and products against design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,  information and communication technology. Select from and use a wide range of materials and components, including  construction materials, textiles and ingredients, according to  their characteristics. Explore and evaluate a range of existing products .Build structures, exploring how they can be made stronger, stiffer and more stable. | Design playground equipment (levers, pivots and mechanism)  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Evaluate their ideas and products against design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,  information and communication technology. Select from and use a wide range of materials and components, including  construction materials, textiles and ingredients, according to  their characteristics. Explore and evaluate a range of existing products. Explore and use mechanisms in their products |
| Cooking and Nutrition  Look at a balanced diet and what food we need to keep healthy so we can design a healthy lunch box.  Use the basic principles of a healthy and varied diet to prepare dishes .Understand where food comes from. | Cooking and Nutrition  Following on from last term, children to be encouraged to try a variety of food at lunch times and discuss what they have  eaten. Was it balanced? Which food groups did they eat? What is 'mash' made from? Where do eggs come from? etc.  Use the basic principles of a healthy and varied diet to prepare dishes from countries visited by Christopher Columbus. Understand where food comes from. | Cooking and Nutrition  Food from our local environment.  Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from by using locally sourced ingredients. |
| **Art**  **& Design** | Clay lighthouse – sculpture  Use clay creatively to design and make a lighthouse.  Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Grace Darling Paintings, Animal Drawings, Lighthouse pictures) | Portrait Painting  Use a range paint, pastels and pencils creatively to design and make portraits. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | Matisse – The Snail  Use materials creatively to design and make products.  Use drawing, painting and sculpture  to develop and share their ideas, experiences and imagination.  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space .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. |
| **Music** | Charanga Units  Hands, Feet, Heart  Ho, Ho, Ho | Charanga Units  Glockenspiel – Stage 1  Round and Round | Charanga Units  Zootime  Reflect, Rewind, Replay |
| **PE** | Mile a Day, Multi-skills, Gymnastics, Trampolining, Bikeability?  Dance (under the sea), Football | Mile a Day, Swimming, Indoor Athletics, Dance (Explorers), Quick Sticks | Mile a Day, Swimming, Athletics, Tennis, Cricket/Rounders |
| **PSHE** | New Beginnings  Say no to bullying | Going for goals | Living in the wider world British Values |
| SRE and Global  Citizenship | Unicef – Rights Respecting School Award  Myself and Others (Y1)  Everybody needs caring for (Y2 | Unicef – Rights Respecting School Award  Body Parts (Y1)  Naming Body Parts (Y2) | Unicef – Rights Respecting School Award  Differences (Y2)  Friendships (Y1) |

Further suggestions for the above topics;

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| Grace Darling/Coastguard | Explorers | Our Local Environment |
| Suggested Texts;  Oi! Get off our Train – John Burningham  The Magic Bed – John Burningham  It’s a Secret – John Burningham  **The Works** chosen by Paul Cookson, Macmillan, ISBN: 033481045  **The Puffin Book of Utterly Brilliant Poetry**, ISBN: 9780140384215  **A Children’s Treasury of Milligan,** Virgin Books, ISBN: 9781852273217  **Hairy Tales and Nursery Crimes** by Michael Rosen, Harper Collins Children’s books, ISBN: 978-0006726753  **The Works 8** chosen by John Foster, Macmillan, ISBN: 978-0330464079  **The Great White Man-Eating Shark,** Margaret Mahy and Jonathan Allen, Puffin, ISBN: 978-0140554243  **The Rainbow Bear**, Michael Morpurgo and Michael Foreman, Corgi, ISBN: 978-0552546409  **Ice Bear**, Nicola Davies, Walker, ISBN: 978-1406313048  Books about sharks  Non-fiction:  **Sharks**, Jonathan Sheikh-Miller, Usborn, ISBN: 978-0746096413  **Sharks: All the Shark Facts, Photos, and Fun That You Can Sink Your Teeth Into**, Ruth Musgrave, National Geographic Society, ISBN: 978-1426307690  **Mad about Sharks,** Lady Bird Minis, Ladybird, ISBN: 978-1846467981  **Sharks**, Phillip Clarke, Usborn, ISBN: 978-1409537045  Fiction (stars \* are books suggested for Y2 group reading):  **Shark in the Park**, Nik Sharratt, Corgi, ISBN: 978-0552549776  **Shark in the Dark**, Nik Sharratt, Corgi, ISBN: 978-1849920186  **The Shark in the Dark**, Peter Bently and Ben Cork, MacMillan, ISBN: 978-0230707351  **Smiley Shark**, Ruth Galloway, Little Tiger Press, ISBN: 978-1854308627**\***  **Commotion in the ocean,** Giles Andrea and David Wojtowycz, ISBN 978-0439082143  **Dolphin Boy**, Michael Morpurgo, Andersen, ISBN: 978-1842704486**\***  **Seal Surfer**, Michael Foreman, Andersen, ISBN: 978-1842705780**\***  **Under the sea** by Anna Milbourne, Usborne, ISBN: 978-1409539087**\***  **Bright Stanley** by Matt Buckingham, Little Tiger Press, ISBN: 978-1845062705**\***  Books about polar bears  Non-Fiction:  **Polar Bears (Animals in Danger),** TickTock Books, ISBN: 978-1860079658  **Polar Animals**, Wade Cooper, Make Believe Ideas, ISBN: 978-1846108839  **Polar Regions**, Steve Parker, QED, ISBN: 8-1848350601  **Stay Cool: A polar bears guide to life**, Patrick Regan and Andrews McMeel, ISBN: 978-0740791376  **Polar Bear Alert**, Deborah Pearson, DK, ISBN: 978-0756631406  Fiction:  **The Polar Bear Son: An Inuit Tale**, Lydia Dabcovich, Houghton Mifflin, ISBN: 978-0395975671  **The Polar Bears Home**, Lara Bergen, Little Simon, ISBN: 978-1416967873  **Polar Bear**, Conrad Mason, Usborne, ISBN: 978-0746098967  **Polar Bear, Polar Bear, What Do You Hear?** Eric Carle, Puffin, ISBN: 978-0141383514  The Lighthouse Keeper’s Picnic, Ronda and David Armitage.  The Lighthouse keeper’s Rescue, Ronda and David Armitage | Suggested Texts;   * **The Dragon Machine** by Helen Ward, Traditional Tales from different cultures * **The Whales’ Song**  by Dylan Sheldon and Gary Blythe, Stories involving fantasy * **Farmer Duck** by Martin Waddell and Helen Oxenbury, Recounts * **The Works** chosen by Paul Cookson, Playing with language and The Senses * **Walking the bridge of your nose** selected by Michael Rosen, Playing with language * **The Works Key Stage 1** chosen by Pie Corbett, Playing with language * **The Works 3** chosen by Paul Cookson, The Senses * **Read Me First** chosen by Louise Bolongaro,The Senses | Suggested Texts;   * **Hansel and Gretel** by Anthony Browne, Fairy stories * **Rapunzel** by Sarah Gibb, Fairy stories * **The Sand Horse**  by Ann Turnbull and Michael Foreman, Classic contemporary fiction * **Jo Jo The Melon Donkey** by Michael Morpurgo, Classic contemporary fiction * **Dear Zoo** by Rod Campbell, Letters * **Dear Greenpeace** by Simon James, Letters * **Yucky Worms** by Vivian French (optional), Information texts: Minibeasts * **A variety of books on Minibeasts,** Information texts: Minibeasts * **Where the forest meets the sea** by Jeannie Baker, Poems on a theme: The sea * **Poems by Celia Warren** (provided in resources),Poems on a theme: The sea * **Winnie the Pooh, When we were very young, Now we are six**  All by A.A. Milne, Traditional poems: A.A. Milne * **Rapunzel-A groovy fairy tale** retold by Lynn Roberts, Fairy stories * **The Bumper Book of Stories-KS1** by Pie Corbett, Classic contemporary fiction * **Minibeasts (Little Science Stars)** by Jenny Vaughan, Information texts: Minibeasts * **Where to find minibeasts: Minibeasts in the soil** by Sarah Ridley, Franklin Watts, Information texts: Minibeasts * **Where to find minibeasts: Minibeasts under a stone** by Sarah Ridley, Franklin Watts, Information texts: Minibeasts * **Where to find minibeasts: Minibeasts on a plant** by Sarah Ridley, Franklin Watts, Information texts: Minibeasts * **Where to find minibeasts: Minibeasts in a pond** by Sarah Ridley, Franklin Watts, Information texts: Minibeasts * **Where to find minibeasts: Minibeasts in the home** by Sarah Ridley, Franklin Watts, Information texts: Minibeasts * **Where to find minibeasts: Minibeasts on a plant** by Sarah Ridley, Franklin Watts, Information texts: Minibeasts * **Where to find minibeasts: Minibeasts in the compost** heap by Sarah Ridley, Franklin Watts, Information texts: Minibeasts * **RSPB first book of minibeasts** by Anita Ganeri, Information texts: Minibeasts * **Wiggling Worms at Work** by Wendy Pfeffer, Information texts: Minibeasts * **Mad About Minibeasts** by Giles Andreae, Information texts: Minibeasts * **Minibeasts** by Maoliosa Kelly, Information texts: Minibeasts * **Eek! Minibeasts** by Diana Bentley & Dee Reid, Information texts: Minibeasts * **A House for a Hermit Crab** by Eric Carle, Information texts: Minibeasts * **The Bad-Tempered Ladybird** by Eric Carle, Information texts: Minibeasts * **The Very Lonely Firefly** by Eric Carle, Information texts: Minibeasts * **The Very Quiet Cricket** by Eric Carle, Information texts: Minibeasts * **I Love Bugs** by Emma Dodd, Information texts: Minibeasts * **The Very Greedy Bee** by Steve Smallman & Jack Tickle, Information texts: Minibeasts |
| Visual Literacy;  The Literacy Shed – Fantasy Shed – Something Fishy,  Adventure Shed – Little Boat,  The Lighthouse | Visual Literacy;  The Literacy Shed – Other Cultures Shed - Zahara | Visual Literacy;  The Fairy Tale Shed – The Clocktower |
| Suggested trips/visitors;   * Grace Darling Museum, Bamburgh * Amble, Coastguard, Lobster Hatchery, Drywater Arts Centre * Tynemouth,Tynemouth Volunteer Life Brigade Museum | Suggested trips/visitors;   * Centre for Life – Space workshop * Laing Art Gallery | Suggested trips/visitors;   * Ingram Valley – river dipping, mini-beast hunting, looking at plants |