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| **Year B** | Autumn term:  **A journey through time** | | | | | Spring term:  **Carnival of the animals** | | | | | Summer term:  **Dig, dig, digging! (dinosaurs first half, farming second half)** | | | | | |
| **English** | Fiction: Traditional tales | Non Fiction: Knights | | Poetry: Tell me a dragon | Instruction: How to wash a woolly mammoth | Non Fiction: Penguins/reptiles | Fiction: The Mouse and the Elephant | | Fiction: What do you do with a tail like this? | Performance Poetry: Zim, zam, zoom - BEwARe! | Fiction: The Angry T Rex | Non fiction: Biographies | | Non Fiction: Outdoor wonderland | | Fiction: Oliver’s vegetables |
| **Maths** | Place value  Addition and subtraction  Shape | | | | | Multiplication and division  Place value  Time  Position and direction  Addition and subtraction | | | | | Fractions  Statistics  Weight, volume and temperature  Place value  The 4 operations | | | | | |
| **Science** | * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.   **Seasonal changes**  **Vocab:** Seasons; spring, summer, autumn, winter, year, months, days, hot, warm, mild, cold, sunny, cloudy, rain, sleet, snow, hail, thunder, lightning, rainbow, wet, damp, dry, windy, breezy, gust, temperature, Degrees Celsius, Thermometer, Weather vane, Anemometer | | | | | * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.   **Animals including humans**  **Vocab:** Birds, fish, amphibians, reptiles, mammals and invertebrates, Feathers, scales, gills, fins, hair, land, water, backbone, skeleton, Carnivores, herbivores, omnivores, Meat, plants, Names of animals that can be found in the school grounds, Names of animals that the children keep as pets | | | | | * 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.   **Uses of everyday materials**  **Vocab:**  **Types of materials**: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil  **Properties of materials**: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky  **Verbs associated with materials**: crumble, squash, bend, stretch, twist  **Senses**: touch, see, hear, smell and taste | | | | * 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.   **Plants**  **Vocab:**  **Trees** - deciduous, evergreen, ash, birch, beech, rowan, common lime, oak, sweet chestnut, horse chestnut, apple, willow, sycamore, fir, pine , holly, etc  **Wild flowering plants** - cleavers, coltsfoot, daisy, dandelion, garlic mustard, mallow, mugwort, plantain, red clover, self heal, shepherd’s purse, sorrel, spear thistle, white campion, white deadnettle and yarrow.  **Garden plants** – crocus, daffodil, bluebells, etc  **Parts of plants** – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs | |  |
| **D&T** | * Explore and evaluate a range of existing products (sliders, wheels and levers) * Design purposeful, functional and appealing products for themselves and other users based on design criteria * Evaluate their ideas against design criteria.   **Moving parts**  Traditional tales (make a moving book inc. a castle and person)  Vocab: explore, evaluate, moving parts, effect, mechanism, slider, movement, measure, cut, character, scene, lever, length, card, disc, product, decisions, sketch, design | | | | | * Explore and evaluate a range of existing products, * Design purposeful, functional, appealing products for themselves and other users based on design criteria, * Generate, develop, model and communicate their ideas through talking, drawing and templates, * Select from and use a wide range of materials including textiles according to their characteristic, * Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)   **Textiles**  Fabric animal faces  **Vocab:**  Design – fabric, materials, feel, material, shape, attach, join, sew, stitch, running stitch, glue, staple, ribbon, wool, buttons, sequins, template, line, design criteria, accurate | | | | | * To explore and evaluate a range of existing products, * Use the basic principles of a healthy and varied diet to prepare dishes, * To understand where food comes from, * Select from and use a range of tools and equipment to perform practical tasks,   **Food and nutrition**  Sensational salads  **Vocab:** Fruits, vegetables, root vegetables, explain, growth, above ground, below ground, taste, smell, food hygiene rules. Preparation, assemble, combine, healthy, salad, fish health benefits, zester, juicer, knife, grown in the UK, fruit salad, root vegetable salads | | | | | |
| **Art** | * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines * to use drawing and painting to develop and share their ideas, experiences and imagination   **Paint, pastels and drawing**  Landscapes and cityscapes (Metzinger)  **Vocab:** paint, colour, texture, Monet, explain, pastels, landscape, cityscape, outline, brushstrokes, Metzinger, bright | | | | | * 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. * to use a range of materials creatively to design and make products   **Mosaic art**  Exotic birds  Vocab: exotic, colour, mosaic, Gaudi, inspiration, spacing, distance, choices | | | | | * Use sculpture to develop and share their ideas, experiences and imagination * To 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   **Sculpting**  Nature sculptures  Vocab: natural, object, shape, solid, model, detail, nature, sculpture, observational drawing, collect, material, non-natural, land art, arrangement, Andy Goldsworthy, tall, short, collage, evaluate | | | | | |
| **Computing** | * Use technology purposefully to manipulate and retrieve digital content * Use technology safely and respectfully.   **Computer skills**  Vocab: Trackpad, double click, accurate, switch on, shut down, log on, log off, launch, application, save, open, my folder, drag, select, control | | | | | * To understand that programs execute by following precise and unambiguous instructions. * To create and debug simple programs. * To use logical reasoning to predict the behaviour of simple programs.   **Programming with Scratch Jr**  Vocab: describe, instructions, Scratch Jr, buttons, navigate, add, remove, characters, forwards, backwards, left, right, edit, grow, shrink, predict, behaviours, repeat, recorded sound, movements | | | | | * Use technology purposefully to create, organise, store, manipulate and retrieve digital content   **Using and applying**  Vocab: format, save, edit, shapes, imagery, size, position, brush, purpose, writing, drawing, application, login, log off | | | | | |
| **History** | * Lives of significant historical figures * events beyond living memory   **Famous Kings, Queens & castles**  **The Great fire of London**  Vocab: Queen, King, monarch, inherited, banquet, castle, knight, jester, horse, drawbridge, turrets, Great fire of London, Pudding lane, Samuel Paeps, diary entry, fire, family tree, royalty, succession, medieval, ancestors, 1666, same, different, historian, rebuilt, Tudor | | | | | * Changes in living memory   **How toy animals have changed over time**  Vocab: toys, today, past, sources, popular toys, sensible questions, similarities, differences, how and why, change, period of time, play, materials, technology | | | | | * Lives of significant historical figures * significant people in their own locality   **Mary Anning**  Vocab: Mary Anning, important, palaeontologist, fossil, Jurassic coast, prehistoric, prehistoric seas, Dorset, South West England, The Mother of Palaeontology, journey, discovery, beach, erosion, | | | | | |
| **Geography** | * Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.   **England – London focus**  Vocab: Capital city, London, England, Ireland, Scotland, Wales, landmarks, transport, London Zoo, Buckingham Palace | | | | | * Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. * Name and locate the worlds seven continents and five oceans.   **Animal habitats/locations**  Vocab: comparison, climate, adapting, desert, polar, rainforest, seven continents, 5 oceans, equator, north pole, south pole, weather, weather patterns, seasons | | | | | * Understand geographical similarities and differences through study of human and physical geography of a small area of the UK, and a small area in contrasting non-European country (Farming in UK and farming in Africa)   **Farming in the UK and in Africa**  Vocab: farm, farmer, vegetables, cattle, produce, growth, planting, process, field, machinery, | | | | | |
| **Music** | I’ll ask Richard to do this bit! | | | | | | | | | | | | | | | |
| **PE** | We will do this when we know about the PE man! | | | | | | | | | | | | | | | |
| **RE**  **Vocab identified on weekly planning** | What does it mean to belong to a faith community?  Christmas | | | | | Who is Jewish and how do they live? | | | | | Who do Christians say made the world? | | | | | |
| Jigsaw (PSHE)  **Vocab identified on weekly planning** | Being me in my world | | Celebrating difference | | | Dreams and goals | | Healthy me | | | Relationships | | Changing me | | | |