|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Theme** | **Subject Focus** | **Memorable Experience** | **Innovative**  **Challenge**  **(end product)** | **Love to Read** | **Love to Investigate**  **(What do we want them to wonder about?)** | **English** | **Art &Design** | **Computing** | **Design &Technology** | **Geography** | **History** | **Music** | **Science** | PSHE |
| **1** | Sea, Sand and Shells | Science  Geography  History | Trip to the beach and sea life centre | Create own sea creature and explain choices | The Lighthouse Keepers Lunch | What are the features of a beach?  Why do some animals live in shells?  How has visiting the seaside changed over time?  How do we know something is alive?  Why are rock pools a tough place to live? | Descriptive writing, focusing on character and setting descriptions  Instruction writing | Scrap books.  Sculpture using natural materials- Andy Goldsworthy. |  | Finger puppets  Modrock | Human and physical features of beach | Seasides in the past- comparison then and now | Using our voice to practise tongue twisters. | Habitats and microhabitats, focusing on life in a rockpool  Living and non-living things, looking at the differences  Food chains | Starting the year right |
| **2** | Exploring London | Geography | Afternoon Tea With The Queen | Marley the Meerkat trip to London Guided Tours. | Prince Cinders- compare to Cinderella  The Day the Crayons Quit  The Owl who was afraid of the dark. | Why did houses burn during the Fire Of London? | Fire poems, using descriptive vocabulary, have an understanding of the features of a poem, begin to use different punctuation.  Recounts- diary writing.  Non-chronological report of the Great Fire. | Printing On Fabric | Searching the web; Digital images; Algorithms; Logical reasoning; Creating and debugging programs; | Exploring sliders; Constructing moving models; Design and make souvenirs; Models of London landmarks | Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities | The Great Fire of London- how has London changed?  Use a range of historical sources. |  | Everyday materials; properties of materials, working scientifically | Feeling positive about themselves |
| **3** | We ARRR Pirates | Geography History | Pirate Day | Find pirate treasure. | Giant Jelly Jaws.  Grace Darling.  The Night Pirates | Why do boats float? | Non-fiction, non-chronological reports about Pirates.  Poems. | Observational drawings.  Tone, Line.  Printing own flags. | Creating fact files using 2 simple. | Lever- anchors.  Floating and sinking | Making maps.  Giving directions. Locating continents and seven seas. | Significant historical people. Captain James Cook, Grace Darling. | Sea shanties.  Continents song | Exploring materials and their uses. | Anti-bullying  (resilience- link to Grace Darling) |
| **4** | Enchanting Castles | Design and Technology | Trip to a castle | Make a fortress for the 3 little pigs | The Clockwork Dragon.  Zog.  True story of the 3 little pigs.  Rapunzel. | Can you make a paper bridge? | Fairy Tale writing. Non-fiction report Dragons.  Instructions of how to catch a dragon.  Information brochure. | Sculpture using natural materials- Cornelia Ann Parker | Logical reasoning- algorithms (beebots) | Modelling- structures.  Models of towers, bridges and tunnels | Looking at structures from around the world and the local areas. | Royal Family- family trees. |  | Micro habitats | Dreams and aspirations. |
| **5** | Let’s Get Messy  (SATS) | Art | Messy Mixture morning! | Art exhibition | Re-visiting reading skills. | Is everyone an artist? | Literacy shed- short bursts of writing; bubbles, something fishy, partly cloudy. | To work in the style of a notable artist.  Develop a wide range of techniques using colour, pattern, texture, line, shape. |  | Food tasting and preparation. | To find out about where food is sourced from. |  |  | Performing tests in the correct order. Investigations and observations. |  |
| **6** | A Bug’s Life | Science | Minibeast hunt | Mini beast life-cycle animation | Superworm  Mad about Mini Beasts.  George’s Marvellous Medicine. | What makes a minibeast a minbeast? | Life cycles, poetry, Julia Donaldson- newspaper report. Letter writing | Observational drawing, model making, Henri Matisse. | Creating and de-bugging programmes, algorithms, stop motion animation, uses of ICT beyond school, logical reasoning, digital presentations. | Origins of food. Selecting natural materials. | Following directions using a map (NESW) |  | Using your voice to add sound effects. | Living things and their habitats including humans. | Feeling positive |