

YEAR A	Autumn Term				Spring Term				Summer Term			
Unit Name	'Across the Bridge'		'Bake Off'		'Sensational Safari'		'Around The World'		'Green Fingers'		'Moving On'	
English	Narrative: TFW: The Three Billy Goats Gruff Alternative Text yr2: The Three Billy Goats Fluff by Rachael Mortimer & Liz Pichon Troll - Julia Donaldson Non- Fiction: Bridges Instructions Explorers Letter Writing	Skills Week	Narrative: TFW: Red Riding Hood Alternative Text yr2: The Very Little Red Riding Hood Non-Fiction: Bake Off for Red Riding Hood's Grandma (Instruction Writing) Poetry Christmas Roald Dahl	Skills Week	Narrative: Oi Frog Commands, statements and questions Non-Fiction: Information leaflet on animals	Skills Week	Narrative: Beegu Drama (persuasion-should Beegu stay?), questions and answer, contractions Non-Fiction Beegu visits St Johns -Newspaper Report Continents and Columbus Linked to Beegu travelling the world:	Skills Week	Narrative: Voices in the Park - Anthony Brown Non-Fiction Letter Writing Poetry: Performance poetry:	Skills Week	Narrative: Lost and Found by Oliver Jeffers Transition text Dangerously Ever After Non-Fiction: Poetry: Studying an Artist- Possible art Red Brick gallery	
Maths White Rose	Place Value x3 weeks Addition and Subtraction x3 weeks Place Value x 1 Week		Addition and Subtraction year 1 3x weeks Multiplication and division Year 2 3x weeks Geometry- shape 2x weeks		Time 2x weeks Place Value yr1 1xweek Graphs yr2 1xweek JIT Money 2x week		Multiplication, division and fractions 4xweeks Length and height 1xweek Consolidation 2xweeks		Weight and volume yr1 2xweeks Capacity, volume, mass and temperature yr2 2xweeks Place value Y1 x1 week 3D shape Y2 x1 week Four operations x3 weeks Assessment x 1 week		Place value x2 weeks for Y1 & Y2 Consolidation and applicationx3 weeks for Y1 & Y2	
Science	Materials: Bridges <i>SC1/3.1 Everyday Materials</i> <i>SC2/3.1 Uses of everyday materials</i>	Year 1 Seasonal Changes Autumn	Cooking investigations Working Scientifically <i>Sc 1/1</i> <i>Sc2/1</i>	Year 1 Seasonal Changes Winter	<i>Sc 1/2.2</i> Animals, including humans <i>SC2/2.1</i> Living things and their habitats		Year 1 Seasonal Changes Spring	<i>Sc 1/2.2</i> Animals, including humans <i>SC2/2.1</i> Living things and their habitats		<i>Sc1/2.1</i> Plants <i>Sc2/2.2</i> Plants Garden Centre Visit Tesco fundraise Green House -Write to florists/ garden explore		Year 1 Seasonal changes Summer
Topic Subject Focus	Geography		History		Geography		Geography		Geography		History	

	<p>Comparing Bristol with its Suspension Bridge to Zhangjiajie, China with the world's highest and longest glass bridge <i>Ge1/1.2 Place Knowledge</i> a. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p> <p>History Brunel <i>Hi 1/1.3 significant historical (events), people and places in their own locality</i></p>	<p>Comparing cooking apparatus - visit to Rural Life Museum <i>Hi1/1.1 Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</i></p> <p>Great Fire Of London starting in a bakery <i>Hi1/1.2 Events beyond living memory that are significant nationally or globally - The Great Fire Of London</i></p>	<p>Sensational Safari Continents <i>Ge1/1.1 Location Knowledge</i> a Name and locate the world's 7 continents and 5 oceans</p> <p>Animals across the globe <i>Ge1/1.3 Human and Physical Geography</i></p>	<p>Local area comparison Where would Beegu live? <i>Ge1/1.4 Geographical Skills and Fieldwork</i></p>	<p>Garden Centre Allotment Mini buses driver- small holding Greenhouse for the school Interview a florist (Dobbies) <i>Ge1/1.3 Human and Physical Geography</i></p>	<p>Transition SEAL module</p> <p><i>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p>
Unicef	<p><i>Article 12 Respect for the views of the child</i> Every child has the right to express their views, feelings and wishes and to have these considered and taken seriously</p>	<p><i>Article 24 Health and Health Services</i> Every child has the right to the best possible health, including clean water, good quality health care, nutritious food and a clean environment</p>	<p><i>Article 8 Protection and preservation of identity</i> Every child has the right to an identity.</p>	<p><i>Article 13 Freedom of Expression</i> Every child must be free to express their thoughts and opinions and to access all kinds of information</p>	<p><i>Article 28 Right to Education</i> Every child has the right to an education. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries do this</p>	<p><i>Article 29 Goals of Education</i> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment</p>
RE	Who are we?	Who are we?	Why are some stories special?	Why are some stories special?	How do we celebrate our journey through life?	How do we celebrate our journey through life?
Music	<i>Mu 1/1.1 Use voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Mu 1/1.2 Play tuned and untuned instruments musically</i>	<i>Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Mu 1/1.2 Play tuned and untuned instruments musically</i>	<i>Mu1/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music</i>	<i>Mu1/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music</i>

I.C.T	E-Safety 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 Programming 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	Programming 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	Multimedia Co2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Multimedia Co2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Technology in our lives Co2/1.5 Recognise common uses of information technology beyond school	Technology in our lives Co2/1.5 Recognise common uses of information technology beyond school Handling data
PE:	Multi Skills Swimming	Multi Skills	Gymnastics	Gymnastics	Dancing Swimming	Athletics Swimming
D.T.	Design, make and evaluate bridges - STEM challenges DT1/1.1, DT1/1.2, DT1/1.3 DT1/1.4	Cooking and Nutrition DT1/2.1		Design, make and evaluate a suitable habitat for Beegu DT1/1.1, DT1/1.2, DT1/1.3 DT1/1.4		
Art	Painting Styles Ar1/1.2 Ar1/1.4 Bridge comparisons - Van Gogh's Bridge at Arles, Monet's The Waterlily Pond with Japanese Bridge Sculpture	Drawing Skills Ar1/1.3 Still life	Drawing animals using pattern, texture, colour, line, shape, form and space Ar1/1.1	Ar1/1.3	Painting Skills - Cezanne, Van Gogh Ar1/1.3 Ar1/1.4	Ar1/1.2 Sculpture
Fantastic Experiences and "Themed Weeks" 'Hook'	Build a bridge challenge	St John's Bake Off cook for Grandma Visit to Rural Life Museum	Author Focus/ visit Farm visit	Beegu Visit	Garden Centre/ Gardens' visit eg. Stourhead Open Gardens Bishops Palace Wells	