**Unit Title: Toys**  
**Autumn 2**

<table>
<thead>
<tr>
<th>Visits and Visitors</th>
<th>Humanities – Toys</th>
</tr>
</thead>
</table>
| - Museum of Childhood  
- Toy Museum  
- Parents/Grandparents with old toys | - To place objects and events in chronological order.  
- To identify differences between ways of life at different times.  
- To use different sources of information (eye-witness accounts, pictures, photographs, sites, galleries etc.)  
- To select knowledge and communicate it in a variety of ways.  
- To ask and answer questions about the past.  
- To compare past games to present games. |

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<tr>
<th>Role Play and Book Corner</th>
<th>DT – Wind Up Mechanisms</th>
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| - Toy Shop  
- Toy Factory  
- Home Corner | - To investigate and evaluate a range of familiar products.  
- To generate ideas by drawing on own and others experiences.  
- To design a wind up mechanism.  
- To explain how mechanisms can be used in different ways.  
- To be able to assemble, join and combine materials and components.  
- To evaluate ideas and product. |

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<tr>
<th>RE – Special and Precious Objects</th>
<th>PSHE – Alternate half terms</th>
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</table>
| - What can you tell about people’s belief from the objects they have/consider special?  
- Food, dress artifacts – differences and similarities  
- What makes a building special?  
- What objects are special and precious to you? | |

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<th>ICT – Key Skills</th>
<th>PE</th>
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| Skills:  
- Logging on, save and retrieve work, edit work, basic typing skills.  
- Clicker  
- 2Paint – draw and write captions, labels, speech bubbles  
- Word Art – fonts, colours  
- Roamers – giving directions, maps, completing routes. | |

**Literacy – ‘Dogger’ by Shirley Hughes**
- Instructions  
- Narrative  
- Non – fiction

**Maths**
- Read and write numbers to at least 20. One more/less, count on in ones, ten more/less, estimation  
- Place value (2 digits numbers)  
- Begin to use + - =  
- Recognise simple patterns - Tizzy’s Toolbox  
- Find totals to 10p, coin recognition  
- Length and time, order events, comparisons in length using standard/non standard units.  
- 2D and 3D shapes

**Science – Pushes and Pulls**
- How has science helped in the development of useful things?  
- Recognise that there are hazards in physical processes and assess the risks and take action to reduce the risks to themselves and others.  
- To find out about and describe the movement of familiar things. E.g. Jack in a Box, lever toys.  
- Identify push and pull forces/gravity.  
- Bubble investigation.

**Music**
- Singing  
- Music and Sound
Unit Title: Explorers
Spring 1

Visits and Visitors
- Local area trips
- CREW workshops

Role Play and Book Corner
- Boat (famous explorers)
- Rainforests
- Dark Cave

RE – Alternate half terms

Literacy - ‘We’re Going on a Bear Hunt’ by Michael Rosen
- Predictable and patterned language
- Narrative
- Recounts

Maths
- Count in 10’s from and back to zero.
- Identify near doubles – using doubles already known.
- Recognise 1p,2p,5p,10p and equivalent values. Find totals and give change. Use smaller coins to pay.
- Recall addition and subtraction facts to at least 5.
- Recall number bonds to 10. Recall doubles to 10.
- Solve mathematical problems using RUCSAC.
- Measure and estimate weight.
- Using Venn and Carroll Diagrams.

Science – Light and Dark
- Identify different light sources including the sun
- That darkness is the absence of light
- Ask questions
- Use first hand experience and simple questions to answer them.
- Communicate findings in a variety of ways.
- Use digital cameras to record findings.

Art – Sketching/Mark Making
- To experiment with marks (range of materials)
- To explore a range of materials and processes.
- To record from first hand observations.
- To represent observations and feelings.
- To record from experience.
- To investigate different types of art.
- To explore visual and tactile elements: line, shape, form and space.
- To review what I have done.

Music
- Singing
- Music and Sound

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Music
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PE

Humanities – Local Area/Maps.
- Use common words and phrases relating to the passing of time.
- To identify the physical features of the local environment.
- To discuss how the local environment has changed over time.
- Study locality of the school.
- Use fieldwork skills: record information on a school/area plan, make maps and plans.
- Beebots

PSHE – Going for Goals/Getting on and Falling Out
- To discuss what makes a good friend.
- To explore ways of being a good friend.
- To recognize how behaviours can make people feel.
- To think about my next steps in learning.
- To set realistic goals.
- To think about ways to achieve my goals.

ICT – Key Skills
Finding things out – research using the internet
E- safety
2Publish and Word – using shift key for capital letters, full stops.
- Change font size and colour.
- Use backspace key, space bar and return key.
- Typing skills
- IPad/Tablet
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<tr>
<th>Subject</th>
<th>Unit Title: Farms Spring 2</th>
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| **Visits and Visitors** | - Hounslow Urban Farm  
- Chicks/Butterflies  
- Kew Gardens |
| **Role Play and Book Corner** | - Farm  
- Farm Shop  
- Garden Centre |
| **Maths** | - Count in 10’s from and back to zero.  
- Identify near doubles – using doubles already known.  
- Recognise 1p,2p,5p,10p and equivalent values. Find totals and give change. Use smaller coins to pay.  
- Recall addition and subtraction facts to at least 5.  
- Recall number bonds to 10. Recall doubles to 10.  
- Solve mathematical problems using RUCSAC.  
- Measure and estimate weight.  
- Using Venn and Carroll Diagrams. |
| **Science – Growing Plants** | - Recognise that plants need light and water to grow.  
- Recognise and name: leaf, flower, stem, roots of flowering plants.  
- Describe the properties of the parts of a flower.  
- That seeds grow into flowering plants.  
- Identify the difference between living and things that have never been alive.  
- Investigate what a plants needs to grow. |
| **Music** | - Singing  
- Music and Sound |
| **Humanities – Farms** | - To ask geographical questions.  
- Communicate in different ways: pictures, speech, writing  
- Use and make maps/plans  
- Study physical/human features that contrast with home  
- Observe and record: charts, plans etc.  
- To complete field work: record information from visit  
- Use secondary sources of information  
- To use geographical vocabulary  
- Recognise how places change in physical form. |
| **DT – Moving Pictures** | - To plan and develop ideas.  
- To learn about the working characteristics of materials  
- To use tools safely.  
- To develop a range of techniques to measure, mark out and cut a range of materials.  
- To assemble, join and combine materials and components.  
- To use finishing techniques.  
- To evaluate my work. |
| **RE – The Good Shepherd** | - Why is Jesus described as the good shepherd?  
- Parables relating to farming and fishing (community)  
- Special objects (crook)  
- David and Goliath story  
- What can we learn from Jesus’ stories on farming? |
| **ICT – Key Skills** | Finding things out – research using the internet  
E- safety  
2Publish and Word – using shift key for capital letters, full stops.  
- Change font size and colour.  
- Use backspace key, space bar and return key.  
- Typing skills  
- IPad/Tablet |
| **PE** | |
### Unit Title: The Seaside Summer 1

**Visits and Visitors**
- Seaside

**Role Play and Book Corner**
- Seaside
- Beach Shop

**RE – Alternate half terms**

**Maths**
- Rapid recall of number bonds to 10/20.
- Recognise odd and even numbers to 20.
- Solve missing number problems, choose and use appropriate operations and mental strategies.
- Extend number sequences – make generalisations.
- Fold shapes in half, symmetrical shapes, whole/half terms, position, direction and movement vocabulary.
- Capacity: estimate non and standard units.
- Read clocks to o’clock/half hour.

**Science – Sorting and Using Materials**
- Use sense to explore and recognise the similarities and differences between materials.
- Sort objects into groups on the basis of simple properties: roughness, transparency, floating etc.
- Find out about the uses of variety of materials and how these are chosen for specific uses on a basis of the simple properties.
- Investigate properties of materials.

**Music**
- Singing
- Music and Sound

**Humanities – The Seaside**
- To compare past and present (holidays now and in the past)
- To put events in chronological order.
- To use common words and phrases relating to the passing of time.
- Changes in their lives and the way of life of their family or other around them.

**Art – Pointillism**
- To explore artists who work in the pointillism style.
- To investigate different kinds of art.
- To explore different ideas and ways to represent images.
- To discuss how they feel about their work and the work of others.
- To be aware of different visual and tactile elements.
- To collaborate with others on projects of different scales.
- To explore the differences and similarities in the work of artists and their own work.

**Music**
- Singing
- Music and Sound

**PE**

**ICT – Key Skills**
Digital imagery – paint, photography, videos, animation (computer/tablet)
Finding things out – using the internet safely
E-safety
PowerPoint – making a story book
Publisher – making a book front cover
2create – draw and animate
Unit Title: Sport Summer 2

Visits and Visitors
- Sports persons
- Sports Psychologist

Role Play and Book Corner
- Sports centre
- Olympic themed?
- Autobiographies of sports stars

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- Sports persons
- Sports Psychologist

Role Play and Book Corner
- Sports centre
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RE – How is light used in religion?
- Dark as good and evil
- Painting – Jesus as the light of the world by Hunt (Christianity)
- Festivals – Advent and Divali

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Humans – Sport Around the World
- To use maps and globes to identify countries around the world.
- To make comparisons between counties.
- To ask geographical questions.
- To study physical/human features that contrast with home (countries of sport stars/types of sports)

DT – Healthy Foods
- To compare fruit salads (packaging, content etc) and think about their purpose.
- To design a healthy fruit salad.
- To safely cut and prepare foods.
- To evaluate their work and think about ways to improve their work.
- Money lesson at supermarket to buy fruits.

PE

Science – Sound and Hearing
- Use scientific language to communicate ideas and describe phenomena.
- That there are many kinds of sound and sources of sound.
- That sound travels away from sources, getting fainter as they do so and that they are heard when they enter the ear.
- Senses enable humans and other animals be aware of the world around them.

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