



Art:

Self Portrait – Frida Kahlo / Observational drawing

Create simple representations of [people and other things]
Encourage accurate drawings of people (inc. visible parts of the body)
Experiment with primary colours
Experiment with mixing colours independently
Name colours



Computing:

Esafty, Logging on and off, 2simple paint

Skills:

Communication,
Respect,
Resilience

PE: Stop and start

Enrichment:

Walk in the local area
Bookstart visit and
reading session

History:

Where I come from – local and family history

Shows interest in the lives of people who are familiar to them.
Remembers and talks about significant events in their own experiences.
Recognises and describes special times or events for family or friends.
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines and talking about these afterwards.
Children talk about past and present events in their own lives and in the lives of family members.

Who am I?

My family, My body and Senses, Where I live

Geography:

Where I come from – local area study

Know their way around the classroom and know where things are located.
Know where their classroom is within the school or bedroom within their house.
Comments and asks questions about aspects of their familiar world such as the place where they live.
Notices detailed features of objects in their environment.
Shows care and concern for living things and the environment.
Children can name some features of different places.
They talk about some features of their own immediate environment.

Booklist: Peace at Last, Clever Sticks, My mum/dad is ... books

Vocabulary:

House, home, school, library, post office, doctor's surgery, shop, nursery, head, shoulder, arm, elbow, wrist, hand, finger, tummy/belly, leg, knee, hip, ankle, foot, toe, see, hear, smell, touch, taste.

Science:

Human body – naming parts of the body, senses

Plants and animals in the local area

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
Shows care and concern for living things and the environment.

RE: Friends

Recognise some things that matter in my family, school or community.
Recognise that there are many religions and that they are very important to people.
Learn that some people belong to a religious community, and others do not.
Reflect on things that make me happy and unhappy, and what is meant by 'good' and 'bad' behaviour.

D&T:

3d Map of the playground

Work within different context such as story based, home, school and playground.
Shows some planning skills by suggesting what to do next
Begins to follow safety procedures
Selects from a range of materials
Begin to talk about design ideas and what they are creating
Think about how to make their products better

PSHE:

Being me in my world

Music:

Me



Science: Changing materials (bridge building and cooking), Seasonal Changes, Comparing locations
Developing an understanding of growth, decay and changes over time.
Look closely at similarities and differences, patterns and change in relation to places, objects, materials and living things.

Skills:
Active listening
Creativity
Patience
Negotiation



Booklist:
Little Red Hen
Three Billy Goats Gruff
The Gingerbread Man
Texts relating to festivals

Enrichment: Christmas crafts with parents, Nativity, Carol service, Chinese New Year Assembly

History: Harvest, Bonfire Night, Diwali, Remembrance Day, Christmas
Remembers and talks about significant events in their own experiences
Recognises and describes special times or events for family or friends.
Enjoys joining in with family customs and routines and talking about these afterwards.
They can name one or more important people from the past and what they are famous for.

Celebrations & Traditional Tales

Geography: Harvest, Autumn, India, China
Enjoys joining in with family customs and routines and compares these with other cultures
Children can name some features of different places.
They talk about people of different religions or cultures and their way of life.

RE: Special Books / Celebrations
Explore some religious stories and talk about the story for themselves.
Explore simply, how religious ideas are expressed, in songs, pictures and special or symbolic actions.
Begin to recognise some religious words, e.g. God, pray, church, mosque, Jesus.
Recognise some things that matter in my family, school or community.
Recognise that there are many religions and that they are very important to people.
Name and enjoy classroom celebrations, e.g. through art, music, dance, role play, story telling.
Respond and reflect on why celebrations are important to me and other people.

D&T: Making Bread and Stir Fry, Sewing Christmas Stockings
Begin to recognise that food comes from plants or animals.
Recognise food is farmed, grown or caught.
Begin to name and sort foods into the five groups in the 'Eatwell Plate'.
Begin to recognise that everyone should eat at least five portions of fruit and vegetables every day.
Start to prepare simple dishes.
Use techniques such as kneading, stirring and mixing.
Sewing stockings - joining materials with sewing and glue.

Art: Jackson Pollock, Monet – Exploring Colour; Collage/Rubbings/Clay
Experiment with mixing colours independently
Create simple collages using fabric, paper, pasta, beans and larger tactile things
Make rubbings showing a range of patterns
Take a print from an object: leaf, hand, onion, feet, junk, bark, modelling clay
Working purposely responding to colours, shapes, materials etc.
Create simple representations of [people and other things
Think about what art is and share ideas with other

PE: Movement and space including dance, Cosmic yoga.

Vocabulary:
Harvest, Diwali, Christmas, Remembrance, Bonfire Night, Chinese New Year, Autumn, India, China, bridge, meadow, crossing, balance.

Music: My Stories

PSHE:
Celebrating Difference

Computing: Using online programs safely

Computing: Using Beebots

PSHE: Dreams and Goals

Skills:
Empathy
Adaptability
Responsibility

Booklist:

Supertato
Whatever Next
The Polar Bear Son
People who help us
books

Art: Starry Night - Van Gogh; Observational Drawing and Printing using vegetables

- Describe a painting by an artist (Van Gogh - Starry Night)
- Experiment with a technique an artist uses (Van Gogh)
- Create simple representations of [people and other things]
- Think about what art is and share ideas with other
- Mark-making using a variety of tools
- Investigate and begin to draw a range of lines
- Encourage accurate drawings of people (inc. visible parts of the body)
- Represent their own ideas, thoughts and feeling through art
- Take a print from an object: leaf, hand, onion, feet, junk, bark, modelling clay
- Produce simple pictures by printing objects
- Print with block colours
- Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers)
- Working purposely responding to colours, shapes, materials etc.

PE: Gymnastics

Music: Everyone!



Who is a Hero?

Vocabulary: Freeze, melt, water, ice, solid, hard, cold, snow, frost, winter, Arctic, igloo, doctor, nurse, firefighter, paramedic, crossing patrol, lifeguard, hero, superhero, astronaut, space.

Science: Winter and Changing states – water to ice

Look closely at similarities and differences, patterns and change in relation to places, objects, materials and living things.

Geography: Arctic and Winter; People who help us

Shows interest in different occupations and ways of life.
Children can name some features of different places.
They talk about some features of their own immediate environment.

RE: Beginnings

Recognise celebrations and events associated with religious and non-religious life events e.g. weddings, birth
think about my own religious and spiritual feelings. Linked to my experiences, e.g. wonder, praise, thanks, concern, joy and sadness.

D&T: Roleplay Construction; Junk Model Rockets

Design purposeful, functional, appealing products for myself and other users based on design criteria.
Generate ideas from existing examples
Begin to talk about their designs
Shows some planning skills by suggesting what to do next
Begins to follow safety procedures
Selects from a range of materials
Begin to talk about design ideas and what they are creating
Think about how to make their products better

History: People (from history) who helped us

They recognise people who help us in society and can talk about some of the things they do to help us.
They can name one or more important people from the past and what they are famous for.

Enrichment: Visitors -

Policeman, Fire engine, Nurse, Doctor or dentist; Parent maths session



Art: Van Gogh Sunflowers, Exploring Wool

Create simple collages using fabric, paper, pasta, beans and larger tactile things
Simple weaving

Experiment with different textures including sensory experiences

Explore how media and materials can be combined

Investigate and begin to draw a range of lines

Encourage accurate drawings of people (inc. visible parts of the body)

Represent their own ideas, thoughts and feeling through art

Work from imagination and observation

PE: Throwing and catching

PSHE: Healthy Me

Skills:
Kindness
Self-Regulation
Healthful Living



RE: Plants and animals

Ask and respond to puzzling questions and talk about mysterious ideas.

Reflect on things that make me happy and unhappy, and what is meant by 'good' and 'bad' behaviour.

Growing & Changing

History: Growing and Changing –

changes from baby to adult and clothing and toys in the past

Children talk about past and present events in their own lives and in the lives of family members.

Science: Growing; Lifecycles; Plants and Animals

Look closely at similarities and differences, patterns and change in relation to places, objects, materials and living things.

Music: Our World

Geography: Spring

They talk about some features of their own immediate environment.

Enrichment:

Wanderlust local area walk including Bennion pools
Easter Bonnet Parade and Easter Crafts
Farm Trip
Caterpillars to butterflies

Computing: Using Tablets

Vocabulary: Lifecycle, change, grow, baby, child, teenager, adult, grown up, mother, father, grandparents, uncle, aunt, brother, sister, cousin, Easter, Spring, seed, shoot, root, stem, leaf.

Booklist:

Once there were giants
Farmer Duck
Jack and the Beanstalk
Tadpole's Promise

D&T: Woodwork – making an animal home

Work within different context such as story based, home, school and playground.

Design purposeful, functional, appealing products for myself and other users based on design criteria.

Begin to talk about their designs

Shows some planning skills by suggesting what to do next

Begins to follow safety procedures

Selects from a range of materials

Begin to talk about design ideas and what they are creating

Think about how to make their products better

Begin to explore what products are, who they are for, how they are used, where they are from



Art: Making clay bears – joining and manipulation

Explore how media and materials can be combined
Handle, feel and manipulate, pull apart and reconstruct materials

Shape and model from observation and imagination
Impress and apply simple decoration

PSHE: Relationships

PE: stop/start, movement and space,
throwing and catching

Music: Big Bear Funk

Geography: Africa; Comparing Localities

Children can name some features of different places.

They talk about some features of their own immediate environment.

They talk about people of different religions or cultures and their way of life.

Skills:

Problem Solving
Work Ethic Initiative



Booklist:

Handa's Surprise
Handa's Hen
Goldilocks and the Three Bears
How to grow a dinosaur
How to Catch a Dragon
Class 2 at the Zoo

Enrichment:

Visit to Christ the King
Parent writing session / phonics
Trip to the zoo (end of year trip)

Wild Animals

D&T: Food – fruit salad, porridge; Design and make an animal puppet – joining different materials;

Begin to name and sort foods into the five groups in the 'Eatwell Plate'.

Begin to recognise that everyone should eat at least five portions of fruit and vegetables every day.

Start to prepare simple dishes using techniques such as cutting and peeling.

Know that food ingredients should be combined according to their sensory characteristics.

Work within different context such as story based, home, school and playground.

Design purposeful, functional, appealing products for myself and other users based on design criteria.

Begins to follow safety procedures

Selects from a range of materials

Vocabulary: Africa, antelope, elephant, zebra, rhinoceros, hippopotamus, giraffe, parrot, dinosaur, tyrannosaurus rex, stegosaurus, triceratops, pterodactyl, plesiosaurus, dragon, church, worship, God.

Science: Animals; Contrasting localities

Look closely at similarities and differences, patterns and change in relation to places, objects, materials and living things.

History: Dinosaurs – Mary Anning

They can name one or more important people from the past and what they are famous for.

Computing: Using Powerpoint and Excel

RE: Special People / Special Places

Explore some religious stories and talk about the story for themselves.

Explore simply, how religious ideas are expressed, in songs, pictures and special or symbolic actions

begin to recognise some religious words, e.g. God, pray, church, mosque, Jesus.

Recognise some things that matter in my family, school or community.

Recognise that there are many religions and that they are very important to people.

History: Titanic

They recognise people who help us in society and can talk about some of the things they do to help us.
They can name one or more important people from the past and what they are famous for.



Under the Sea

Geography: Summer; The Seaside

Children can name some features of different places.

D&T: Junk Model lighthouse; Ice Lollies

Select and use technology for particular purposes.
Show an interest in toys with buttons and mechanisms.
Begin to know about the simple working characteristics of materials and components.
Shows some planning skills by suggesting what to do next.

Selects from a range of materials.
Start to prepare simple dishes.

Art: Sculpture – natural art (Andy Goldsworthy)

Handle, feel and manipulate, pull apart and reconstruct materials.

Construct and build from simple objects.

Shape and model from observation and imagination.

Impress and apply simple decoration.

Simple language created through feel, size, look and smell.

Recognise and describe key features of their own and others' work.

Science: Summer, Animals, Changing states

Look closely at similarities and differences, patterns and change in relation to places, objects, materials and living things.

RE: Being Responsible

Think about my own religious and spiritual feelings linked to my experiences, e.g. wonder, praise, thanks, concern, joy and sadness.

Learn that some people belong to a religious community, and others do not.

Ask and respond to puzzling questions and talk about mysterious ideas.

Reflect on things that make me happy and unhappy, and what is meant by 'good' and 'bad' behaviour.

Computing: Using ICT programs for different purposes

Skills:

Critical Thinking
Assertiveness
Planning

Enrichment:

Seaside party
Pirate day
Wanderlust local area walk

Booklist:

Snail and the Whale
Rainbow Fish
Billy's Bucket
Plunge into the Pirate Pool

PSHE: Changing Me

PE: Outdoor games, Parachute games

Music: Reflect, Rewind and Replay

Vocabulary:

Summer, seaside, coast, sea, beach, shore, shells, seaweed, dolphin, shark, fish, whale, squid, octopus, jellyfish, sand, lighthouse, sculpture, pirate, Titanic, iceberg,



Beaumont Lodge
PRIMARY SCHOOL