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| Cedar and Rowan Class  2018/2019 | **Autumn 1**  **4th Sept –26th Oct** | | **Autumn 2**  **5th Nov – 21st Dec** | | | | **Spring 1**  **4th Jan – 15th Feb** | | **Spring 2**  **25th Feb – 5th April** | | **Summer 1**  **22nd April – 24th  May** | | | **Summer 2**  **3rd June – 19th July**  **PHONICS SCREENING** | | | | | |
| Whole School Themed Projects | **Roald Dahl Day:**  **Black History Day** – Mary Seacole – | | 100 years since WW1- **Remembrance Art**  **Anti- Bulling week**  **Parliament week** | | | | **Roots Fortnight**- link with different cultures- Focus We All Went on Safari-a Journey Through Tanzania  **Online Safety Week** | | **Science Week**  **World Book Week** | |  | | | | **Forest fortnight**  After the Storm- Nick Butterworth | | | | |
| `Project | **I am Special!** | | **Through the Window** | | | | **The Highway Rat** | | **How Does your Garden Grow?** | | **Under the Sea** | | | | **Chocolate** | | | | |
| Key Texts linked to T4W | Kipper’s Birthday-Mick Inkpen  The Giant Jam Sandwich | | Through the window- Jeanette Baker  Lost and Found | | | | UP, Up, ,Up  The Highway Rat | | The Tale of Peter Rabbit-Beatrix Potter  Percy the Park Keeper | | Tiddler  Grace Darling ( own text) | | | | Chocolate Cake  I love Chocolate | | | | |
| Talk for writing | Fiction  Re tell story f Kippers Birthday | Instructions  For making cup cakes | descriptions  local area report | | Poem – Through the window, through the window… | | Write a moral story | Create a wanted poster for the Highway Rat | Persuasive letter, don’t put Peter in a pie! | A rabbit’s guide to stay safe in Mr McGregor’s Garden | Recount- a newspaper report about Grace Darling | | Describing the scene of the disaster | | Poetry- Why I love Chocolate | | | | Instructions on how chocolate is made |
| **Ignite-possible trips?** | Birthday Party for Kipper | | Visit local area-walk in the woods/High street | | | | Mk Museum – Focus on transport | | Planting seeds in our secret garden | | RNLI visit in school | | | | Chocolate tasting. | | | | | |
| Mastering Art and design | OL Can I find out about Wayne Thiebaud cake paintings?  OL Can I use drawing and painting to develop ideas and share experiences and imagination? | | OL Can I create a Collage of through our window based on Jeannette Bakers’ book?  OL Can I - use a range of materials creatively to design and make products? | | | |  | | OL Can I explore the paintings of Beatrix Potter?  OL Can I draw an animal or bird indigenous to UK with clothes in the style of BP using water colours? | | OL Can I make Under the sea scapes using sewing /collage- Weaving waves?  OL Can I add creatures by sewing? | | | |  | | | | |
| Mastering Design and technology | OL Can I Make celebration cupcakes? Can I use basic cooking skills? | | Make a pop up Robin Christmas card  OL Can I Explore mechanisms focusing on levers? | | | | OL Can I design and make a method of transport using wheels and axels? | | OL Can I Understand where food comes from-OL Can I understand the principles of a healthy diet-**make vegetable soup.** | |  | | | | Ol Can I use a variety of mediums to design and make a chocolate bar wrapper? – add detail ingredients, bar codes etc think of a new name! | | | | |
| Mastering Scientific enquiry scheme of work  Lessons must be based on experiment and investigation where possible. | **Plants**  OL Can I Identify and name common garden plants, deciduous and evergreen trees?  OL Can I Identify the basic structure of common flowering plants? | | **Seasonal Changes**  OL Can I Observe seasonal changes weather and compare changes in seasons? | | | **Everyday Materials**  OL Can I Distinguish between objects and the material they are made from?  OL Can I Identify and name a variety of everyday materials and describe properties?  OL Can I Compare and group materials. | | | | | **Animals including humans.**  **OL** Can IIdentify and name common animals?  OL Can I describe and compare a variety of common animals?  OL Can I Identify, name, draw and label human body parts? | | | | | | | | |
| Mastering computer skills- Y1 Purple Mash | **Online Safety and exploring Purple Mash (4 lessons)**  OL Can I create my own avatar using paint projects? | **Ordering and grouping (2 lessons)**  OL Can I sort items in different criteria?  OL Can I use Purple Mash grouping to sort items? | **Pictograms (3 lessons)**  OL Can I use pictograms to represent data? | **Lego Builders (3 lessons)**  Ol Can I find out what an algorithm is and find out about coding? ‘ | | | **Maze explorers (4 lessons)**  OL Can I use the maze program to complete activities set by my teacher? | **Animated story books (5 lessons)**  OL Can I develop skills to organise, store, manipulate and retrieve digital content?  OL Can I create my own animated story book? | **Coding (6 lessons)**.  OL Can I find out about coding? | | **Spreadsheet (3 lessons)**  OL Can I use 2 calculate to make a simple spread sheet? | | | | | **Technology outside of school (2 lessons)**  OL Can I find out how technology is used outside school? | | | |
| Mastering History  Primary and secondary sources must be used. A time line must be used. | **Changes in living memory**- Where does Kipper get his cake ingredients from? - a study of shops since 1930 | |  | | | | **Significant historical events, people and places in local history**-look at areas of interest for transport-Stony Stratford-coaching town  Great Linford-canals  Wolverton-Railways  Newport Pagnell –Aston Martin  The Building of Junction 14 of the M1 | | **Significant Individuals who have contributed to National achievements**  Compare the life and times of Beatrix Potter with Benjamin Zephaniah. | | **History- Grace Darling-**  Look at a significant individual who has contributed to national achievements. | | | | | |  | | |
| Mastering Geography  Maps/atlases and google earth must be referred to in all projects. | Name the four countries of the united Kingdom-link with the queen being the monarch of all three countries. | | **Making Linear maps of the school grounds. –**Use geographical skills including first hand observation to enhance local awareness-  Use **simple fieldwork and observational** skills to study geography of the school and its grounds and key human and physical features of surrounding environment.  Collect data on daily weather patterns for a class weather chart | | | | **Use simple fieldwork and observational skills** to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. – Look at local area beyond school grounds  **Using ordinance survey maps of Milton Keynes,** locate Stony Stratford, Great Linford, Wolverton and Newport Pagnell- | |  | | **Human and physical geography**-use basic geographic vocabulary to refer to **physical features** beach cliff,coast,sea,ocean,weather  **Human features** City,town,village,house,hotel,port,harbour,shop | | | | | | **Know about the world-Location Knowledge** , Name characteristics of four countries and capital cities in UK  **Place Knowledge-** understand geographical similarities and differences through studying in UK and a contrasting non-European country  What are the human features of a city? Look at city of Birmingham contrast with coco growing region in the world.  Where does chocolate come from?  **Human and physical Features**  **Look at location of hot and cold areas of the world**-where does chocolate come from? Why don’t they grow cocoa beans in Britain? | | |
| Mastering RE  Plan bee | **Our Wonderful world**  OL Can I | | **Why Christians give gifts at Christmas.**  Ol Can I explain the importance and significance of Christmas to Christians and explain how they celebrate it? | | | | **Special Books**  OL Can I explain some special books of other faiths and say why they are important? | | **What did Jesus Teach us?**  Ol Can I explain why Jesus is important to Christians and retell some of the stories he told? | | | **What do Hindus celebrate?**  Ol Can I explain what festivals are important to Hindus and how they celebrate them? | | | | | | **What do Muslims Celebrate?**  Can I explain what festivals are important to Muslims and how they celebrate them? | |
| Mastering PHSE | OL Can I explain our Roots and Values?  Can I get to know my new class and find ways to work with them? | | **Celebrating Differences**  OL Can I explain some ways I am different to my friends?  OL Can I explain how these difference make us special and unique? | | | | **Dreams and Goals**  OL Can I explain how it feels to complete a new challenge?  OL Can I know how to store up successes in my internal chest? | | **Healthy Me**  OL Can I explain why my body is amazing and identify how to keep it healthy?  OL Can I explain how being healthy makes me happy? | | | **Relationships**  OL Can I tell you why someone is special to me?  OL Can I express how I feel about them? | | | | | | **Changing Me.**  OL Can I identify parts of the body that make boys and girls different?  OL Can I appreciate my body and know which parts are private? | |
| Forest Schools | OL Can I master basic movements including running, jumping, climbing, developing balance, agility and co-ordination, applying these in a range of activities? | | | | | | OL Can I master basic movements including climbing, developing balance, agility and co-ordination, applying these in a range of relay and team games for gross motor skills? | | | | |  | | | | | |  | |
| Mastering Music | **Singing:** Nativity (out of the ark) OL Can I use singing as part of a performance? Can I learn new songs? | | | | | | **Composition**  OL Can I create a piece of music that reflects the story of The Highway Rat? | | | | **Playing and instrument**  OL Can I play musical instrument-Playing Recorders? | | | | | | | | |
| Mastering PE  See more detailed overview | **Gymnastics -**  OL Can I Develop balance, agility and co-ordination’ | | **Dance –**  OL Can I Perform dances using simple movement patterns? | | | | **Netball –**  OL Can I Participate in team games, developing simple tactics for attacking and defending? | | **Football –**  OL Can I participate in team games, developing simple tactics for attacking and defending’? | | **Athletics–**  Ol Can I develop balance, agility and co-ordination? | | | | | | **Cricket-**  OL Can I develop balance, agility and co-ordination?  OL Can I pparticipate in team games, developing simple tactics for attacking and defending? | | |