Explorers	Autumn Term First half	Autumn Term Second half	Spring Term First half	Spring Term Second half	Summer Term First half	Summer Term Second half
Topic Title	**All Aboard!**	**Fire, Fire!**	**Up, up and away!**	**Powerful People**	**All around us**	**Africa**
Topic Question	**Has the way we've travelled always been the same?**	**Where did the Great Fire take place?**	**What is the weather in our world?**	**Who are powerful people? What makes a powerful person?**	**What is special about where I live?**	**What is the difference between our country and Africa?**
Class text	Naughty Bus Jan and Jerry Oak Cave Baby Julia Donaldson and Emily Gravett	We are Water Protectors Carole Linstrom Astro Girl Ken Wilson-Max	BEEGU by Alexis Deacon Leo and the Octopus Isabelle Marinov	The owl and the Pussy-Cat by Edward Lear The Odd Egg by Emily Gravett	Lost and Found by Oliver Jeffers Ocean Meets Sky by Eric Fan and Terry Fan	The Great Fire of London by Emma Adams Dadaji's Paintbrush by Rashmi Sirdeshpande
Protected Characteristics Class Text	Incredible You! – Rhys Bridsenden and Nathan Reed *(Disability; Race and Ethnicity)*	Great Big Book of Families – Mary Hoffman and Ros Asquith *(Race and Ethnicity; Disability; Sexual Orientation; Pregnancy and Maternity)*	Blown Away – Rob Biddulf (*Diversity)*	The Abilities in Me: Autism – Gemma Kier *(Disability)*	Just Because – Rebecca Elliott *(Disability)*	There's A Boy Just Like Me – Frasier Cox and Alison Brown *(Race and Ethnicity)*
English Writing (The Literacy Tree)	Cave Baby: **Narrative Retellings** Labels and captions Informal letters	We are Water protectors: **Environmental Campaign**	BEEGU: **Own Version 'alien' narratives.** Descriptions, commands, letters,	The own and the Pussy-Cat: **Rhyming poems,** letters, interviews, lists, instructions.	Lost and Found: **Losing and finding Narrative**, character description, retelling, advice, instructions,	The Great Fire of London: **Information Booklets,** persuasive poster, warning posters, speech

(Bold is the main focus of the unit)	Naughty Bus: **Adventure Story** Letter, diary, sequel, non-chronological report.	List poems, non-chronological reports (animals), character description, protest signs.	nonsense-word dictionary, poem, non-fiction reports. Leo and the Octopus: **Fact file,** This is me posters, letters of advice, factual description, logbooks, scripts	The Odd Egg: **Egg Spotter's guides (non-fiction reports),** thought and speech bubbles, diaries, letters, certificates.	non-chronological report. Ocean Meets Sky: **Own version fantasy world narrative,** setting and character descriptions, labels, diaries, captain's log, instructions, dialogue.	bubbles, letters of advice, certificates. Dadaji's Paintbrush: **Own Version Narratives,** labels, captions, character comparisons, thought and speech bubbles, fact files.
Foundation Writing Opportunities	Information Leaflet (History) Diary Entry	Newspaper reports (Fire of London) Character Description	Weather poetry Weather report Weather description	Fact File about a powerful person.	Narrative about seeds growing.	Instructions Leaflet for Landmarks
Maths (White Rose)	Year 1: Place Value to 10 Addition and Subtraction to 10. Year 2: Place Value to 100. Addition and Subtraction.	Year 1: Sorting 2D and 3D shapes. Place value to 20. Year 2: Money Multiplication and Division.	Year 1: Addition and Subtraction to 20. Place value to 50. Year 2: Multiplication and Division Statistics	Year 1: Measurement Length and Height. Measurement Weight and Volume. Year 2: Properties of Shape Fractions	Year 1: Multiplication and Division. Fractions. Position and Direction. Year 2: Length and Height Position and Direction Problem solving.	Year 1: Place value to 100. Money Time Year 2: Time Mass, Capacity and Temperature.
Science (Developing Experts)	**<u>Materials Focus (Y1)</u>** Key Questions: What different materials are used to make moving vehicles? If a vehicle is lighter, will it move quicker? Which materials are heavier and which materials and lighter?	**<u>Working Scientifically</u>** Key Questions: How can we put out a fire? How makes a good water squirter made? What equipment do we need? Which water squirters do we think	**<u>Seasonal Changes</u>** Key Questions: Why does the weather change? Why is it darker in winter and lighter in Summer? How much rainfall could we have in a week? Making rain gauges.	**<u>Materials Focus (Y2):</u>** Key Questions: Which materials float and sink? How can we find out which materials would be suitable to build a boat? How can we make plasticine float? Why do we need a large surface area?	**<u>Plants (Y2):</u>** Key Questions: How long does it take for a seed to become a plant? What do they need to grow? How do plants eat? How do they survive?	**<u>Animals (Y1):</u>** Key Questions: What animals live in the UK? What animals live in Africa? What are carnivores, herbivores and omnivores?

		Which materials should we use to make a moving vehicle? **National Curriculum Objectives:** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe simple physical properties of a variety of everyday materials. **Working Scientifically:** Asking simple questions and recognizing that they can be answered in different ways.	are the most successful? How can we make them better? **National Curriculum Objectives:** Continue to identify and name a variety of everyday materials that we use in our experiments. **Working Scientifically**: Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions.	**National Curriculum Objectives:** Observe changes across the four seasons. Describe weather associated with the seasons and how day length varies. **Working Scientifically**: Gathering and recording data to help in answering questions.	**National Curriculum Objectives:** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made by some materials can be changed by squashing, bending, twisting and stretching. (Exploring Plasticine). **Working Scientifically:** Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions.	**National Curriculum Objectives:** Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Working Scientifically**: Perform a simple test. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.	**National Curriculum Objectives:** Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). **Working Scientifically:** Identifying and Classifying.
Computing	CS	**Computer Systems and networks** DEF MIXED		**Programing A:** Beebots/Floorbots ABC MIXED			**Programming B:** Scratch Jnr ABC MIXED

	IT		**Creating Media:** Digital Writing DF		**Data and Information:** Pictograms DE Link to Y2 Statistics unit (maths)	**Creating Media:** Digital Painting D	
	DL	Privacy and Security F School AUP	Online Bullying (PSHE) F Self image and Identity F	Online Relationships F Online Reputation F (PSHE)	Health, Wellbeing and Lifestyle EF (PSHE)	Managing Online Information F	Copyright and Ownership F
History & Geography		**History Focus: Has the way we've travelled always been the same? Why did transport change? Who was George Stepheson and why is he important to our local area?** **National Curriculum Expectations:** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	**History Focus: Where did the Great Fire take place? What would it have been like to fight the fire? Who was Samuel Pepys?** **National Curriculum Expectations:** Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	**Geography Focus: What is the weather like today? Why is the weather so important for people? Where in the world will we find extremes of weather?** **National Curriculum Expectations:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	**History Focus: Who are powerful people? What makes someone a powerful person? Why is Rebecca Adlington an inspirational person? Why is Dame Ellen MacArthur an inspirational person?** **National Curriculum Expectations:** 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;	**Geography focus: What is so special about where I live? What do roads and street signs tell us? How many ways are there to move from city to city in the United Kingdom?** **National Curriculum Expectations:** • Use world maps, atlases and globes; • Use simple compass directions; • Use aerial photos, construct simple maps; • Undertake simple fieldwork within school locality.	**Geography focus: Do all countries have seasons like I do? What is the main difference between living in Kenya (Narok) and where we live? Which animals and fruit would you find in Kenya but not in England?** **National Curriculum Expectations:** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and

				significant historical events, people and places in their own locality		of a small area in a contrasting non-European country. • Name and locate the world's seven continents and five oceans.
Art Design & Technology The teaching sequence for Design and Technology mirrors the National curriculum objectives as we investigate, **Design, Make and Evaluate** within EACH project.	Design and Technology: Wheels and Axels	Art and Design Focus: Textiles Batik representation of the Fire of London.	Art and Design Focus: Collage. Andy Goldsworthy inspired collage.	Design and Technology: Mechanisms – making a moving story book	Design and Technology: Structures – constructing a windmill and fairy-chair for the garden	Art and Design Focus: 3D African Masks
RE	1.1 Who is a Christian and what do they believe? (part 1)	1.6 How and why do we celebrate special and sacred times? (Part 1)	1.2 Who is a Muslim and what do they believe? (part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?	1.5 What makes some places sacred?
PSHCE JIGSAW Y2	Jigsaw – Being me in my world	Jigsaw – Celebrating differences	Jigsaw – Dreams and Goals	Jigsaw – Healthy Me	Jigsaw – Relationships	Jigsaw – Changing me
PE	Pace ball Athletics	Tag Rugby Dance	Invasion Games Dance	Basketball Yoga	Cricket Invasion Games	Racket and Net Games Fitness -Dodgeball
Music (Charanga)	Hey You!	Rhythm In the way we walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay

Outdoor Learning	Explore the local area e.g. train tracks, station, post office. Trip to Tramway Museum	Making and putting out fires safely.	Sky gazing. Observing the changes in the clouds to inspire the shape and colours in our artwork.	Orienteering and map work using directional language.	Exploring plants and flowers. Planting our own seeds.	Acting out Handa's journey outdoors. Allowing children to be the animals which steal the fruit along the way.
WOW hook for learning	Naughty bus has travelled all around school and done naughty things! A tour of the school to spot the naughty things. Trip to Butterley railway.	The children walk into burned ashes, burned loaf, thatched straw, leather bucket. What has happened? Fire safety talk from fire station.	Hot air balloon landing in the park? Green screen weather forecast.	Miniature discovery – Using magnifying glasses can you find something you have never seen before?	Planting flowers to be sold at the end of the term.	Basket of fallen fruit on the floor. What has happened? Fruit tasting from around the world. Trip to a zoo.
End product	Hold a wacky races with vehicles made. Using ramps from science. Invite parents.	Children to make cardboard houses to remake a model of London. Re-enact the fire of London outdoors by setting houses alight. Using water squirters made in science to put out the fire.	Invite parents to view the children's collages in a makeshift gallery event.	Filming and showcasing their moving picture books. Performing to parents or younger children.	Garden centre experience or garden party for members of the allotment. Ready, steady, cook with allotment donations. Cucumber sandwiches, carrot cake…	Invite parents to a showcase of their work on Africa! Perform a Maasai inspired song using rhythm and dance to parents.