

## Non topic links

## Topic links

Class 1 YR Y1 and Y2

## YEAR B Key skills

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Great Fire of London (Get the Fire fighters in)</b></p> <p><b>Challenge:</b></p> <p>Creating a life like model of an old street, setting it on fire and re-enacting the GFOL.</p> <p><b>Key skills and knowledge needed:</b></p> <ul style="list-style-type: none"> <li>- What were the houses made of and how were they built?</li> <li>- Why did the fire spread so quickly?</li> <li>- What did the houses look like?</li> </ul>	<p><b>Chocolate</b></p> <p>(Trip to Cadbury world)</p> <p><b>Challenge:</b></p> <p>Designing, marketing and marketing their own type of chocolate.</p> <p><b>Key skills and knowledge needed:</b></p> <ul style="list-style-type: none"> <li>- Where does chocolate come from?</li> <li>- How is chocolate made?</li> <li>- What chocolate bars are there already?</li> <li>- How to do market research.</li> </ul>	<p><b>Bears</b></p> <p>Teddy bear's picnic</p> <p><b>Challenge:</b></p> <p>Creating a class book about the different bears. <i>(Compile throughout the term and share finished piece in Golden book assembly)</i></p> <p><b>Key skills and knowledge needed:</b></p> <ul style="list-style-type: none"> <li>- What different types of bear are there?</li> <li>- What special features do they have?</li> <li>- what do they look like?</li> <li>- Where do they live?</li> <li>- What do they eat?</li> </ul>	<p><b>Plants</b></p> <p><b>Challenge:</b></p> <p>Over the term, taking responsibility for a bed in the school garden, growing a fruit / vegetable and use it in cooking at the end of the term.</p> <p><b>Key skills and knowledge needed:</b></p> <ul style="list-style-type: none"> <li>- What do plants need to grow?</li> <li>- What plants are edible?</li> <li>- Garden safety.</li> </ul>	<p><b>Castles</b></p> <p><b>Challenge:</b></p> <p>Making a realistic castle from junk modelling with relevant moving parts – levers and sliders.</p> <p><b>Key skills and knowledge needed:</b></p> <ul style="list-style-type: none"> <li>- What do castles look like?</li> <li>- What was the purpose of the different features?</li> <li>- What are levers and sliders?</li> <li>- How do they work?</li> </ul>	<p><b>Author topic (Julia Donaldson)</b></p> <p><b>Challenge:</b></p> <p>Writing and illustrating a book in the style of the author.</p> <p><b>Key skills and knowledge needed:</b></p> <ul style="list-style-type: none"> <li>- What books has the author written?</li> <li>- What is their writing style?</li> <li>- Do they use any special features in all of their books?</li> <li>- Is there a different illustrator?</li> <li>- What is their style?</li> </ul>

			- What is their habitat like?			- How can you tell their books apart?
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<b>Maths – Following the White Rose scheme.</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>- Number: Place value. (within 10)</li> <li>- Number: addition and subtraction. (within 10)</li> <li>- Geometry: shape.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>- Number: Place value.</li> <li>- Number: addition and subtraction.</li> </ul> <p>Days of the week, times of the day, ordering and sequencing.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>- Number: addition and subtraction. (within 10)</li> <li>- Number: Place value (within 50) Just the multiples of 2, 5 and 10 part.</li> <li>- Number: Place value (within 20)</li> <li>- Number: Multiplication and division.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>- Number: addition and subtraction.</li> <li>- Number: Multiplication.</li> <li>- Number: Division. (start)</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>- Number: addition and subtraction. (within 20)</li> <li>- Number: Place value (within 50) Rest of unit.</li> <li>- Measurement: Length and height.</li> <li>- Number: Fractions.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>- Measurement: Money.</li> <li>- Number: Division. (finish)</li> <li>- Number: Fractions.</li> <li>- Measurement: length and height.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>- Time</li> <li>- Measurement: weight and volume.</li> <li>- Place value to 100.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>- Measurement: time.</li> <li>- Statistics.</li> <li>- Geometry: Properties of shape.</li> <li>- Calculation strategies</li> </ul> <p>Measuring the beans grown.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>- Geometry: Position and direction.</li> <li>- Measurement: money</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>- Geometry: Position and direction.</li> <li>- Measurement: mass, capacity and temperature.</li> </ul>	<p>Year 1 and Year 2:</p> <p>Revision and consolidation.</p> <p>Year 1: Problem solving and efficient methods.</p> <p>Year 2: Problem solving and efficient methods.</p>
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		Marketing their own chocolate bar – prices and measures.				
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<b>English</b>	<p><b>Topic: Great Fire of London.</b></p> <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>- The tiger child.</li> <li>- How rabbit stole the fire.</li> </ul> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>- Diary entry.</li> <li>- Stories from different cultures.</li> <li>- Letters.</li> </ul> <p><b>SPAG :</b></p> <p>Y1 - How words combine to make sentences.</p> <p>Letter formation.</p> <p>Finger spaces.</p> <p>Capital letters, full stops.</p> <p>Y2 – Present tense. Past tense. Capital letters, full stops. Letter formation.</p>	<p><b>Topic: Chocolate</b></p> <p><b>Text(s):</b></p> <p>Charlie and the Chocolate Factory.</p> <p>Grendel: The cautionary tale about chocolate.</p> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>- Recount – from trip.</li> <li>- Character descriptions.</li> <li>- Story re-tell – Familiar setting</li> </ul> <p><b>Letter (Christmas).</b></p> <p><b>SPAG :</b></p> <p>Y1 –Letter formation.</p> <p>Capital letters, full stops</p> <p>Sequencing sentences to make short narratives.</p> <p>Y2 – Expanded noun phrases. Capital letters, full stops, question marks, exclamation marks.</p>	<p><b>Topic: Bears</b></p> <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>- We’re going on a bear hunt.</li> <li>- Whatever next.</li> <li>- Little Bear books.</li> <li>- Goldilocks and the three bears.</li> </ul> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>- Non-chronological reports.</li> <li>- Lists.</li> <li>- Traditional stories.</li> <li>- Descriptive writing.</li> </ul> <p><b>SPAG :</b></p> <p>Y1 –</p> <p>Question marks, exclamation marks. Capital letters – pronouns (and names).</p> <p>Joining sentences – ‘and’.</p> <p>Letter formation.</p> <p>Y2 – commas in a list.</p>	<p><b>Topic: Plants</b></p> <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>- Jasper’s Beanstalk.</li> <li>- Jack and the beanstalk.</li> <li>- The tiny seed.</li> <li>- The flower.</li> </ul> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>- Instructions.</li> <li>- Re-tell and change story – fantasy?</li> <li>- Riddles.</li> <li>- Information leaflet.</li> <li>- Bean diaries.</li> </ul> <p><b>SPAG :</b></p> <p>Y1 – prefix – un</p> <ul style="list-style-type: none"> <li>- S, es for plurals.</li> <li>- Adding ed, er, ing.</li> </ul> <p>Y2 – Apostrophes for contractions.</p>	<p><b>Topic: Castles</b></p> <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>- The three little pigs.</li> <li>- Rapunzel.</li> <li>- Cinderella / Prince Cinders.</li> <li>- How to train your dragon.</li> </ul> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>- Traditional tales.</li> <li>- Letters.</li> <li>- Non-chronological reports.</li> </ul> <p><b>SPAG : (Revision and consolidation)</b></p> <p>Y1 – Letter formation and letter size.</p> <p>Adjectives.</p> <p>Adventurous vocabulary.</p> <p>Y2 – joined handwriting.</p>	<p><b>Topic: Author topic</b></p> <p><b>Text(s): Author dependent.</b></p> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>- Story re-tells.</li> <li>- Book reviews.</li> <li>- Summer poems.</li> <li>- Letter to the author.</li> </ul> <p><b>SPAG: (Revision and consolidation)</b></p> <p>Y1 - Letter formation and letter size.</p> <p>Adjectives.</p> <p>Adventurous vocabulary.</p> <p>Y2 – joined handwriting.</p> <p>Adventurous vocabulary.</p> <p>Further spelling rules (e.g. tion).</p>
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			<p>Sentences with different forms.</p> <p>Co-ordination and subordination.</p>	<p>- Suffixes - ness, er, Ful, less. Er, est.</p> <p>Continuous verb forms.</p> <p>Adverbs.</p>	<p>Adventurous vocabulary.</p> <p>Further spelling rules (e.g. tion).</p>	
Science	<p><b>Year 1 (heating and cooling)</b></p> <p><b>Everyday materials</b></p> <p>distinguish between an object and the material from which it is made</p> <p>♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>♣ describe the simple physical properties of a variety of everyday materials</p> <p>♣ compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Topic lesson - what were the houses made from in 1666? Why did they burn so quickly?</p>	<p><b>Working scientifically</b></p> <p>observing closely, using simple equipment ☐</p> <p>performing simple tests ☐</p> <p>identifying and classifying</p> <p>Everyday materials</p> <p>Melting and cooling of different foods. Reversible and irreversible changes.</p> <p><b>Year 2</b></p> <p><b>Animals including humans</b></p> <p>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>The effects of sugar on teeth experiment.</p>	<p><b>Year 2</b></p> <p><b>Living things and their habitats</b></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>♣ identify that bears live in habitats to which they are suited and describe how different their habitats suit them and how they are adapted to them</p> <p>♣ describe how bears obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Year 1 – bean diaries – growing and tracking the changes in beans.</b></p> <p><b>Plants</b></p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>♣ identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Year 2</b></p> <p>♣ observe and describe how seeds and bulbs grow into mature plants</p> <p>♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Year 1</b></p> <p><b>Animals including humans</b></p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Everyday materials</b></p> <p>What were castles / armour made from and why?</p> <p>distinguish between an object and the material from which it is made</p> <p>♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>♣ describe the simple physical properties of a variety of everyday materials</p> <p>♣ compare and group together a variety of everyday materials on the basis</p>	<p><b>Year 1</b></p> <p><b>Seasonal changes</b></p> <p>observe changes across the four seasons</p> <p>♣ observe and describe weather associated with the seasons and how day length varies.</p> <p>What happens in the summer?</p> <p>Day length – why?</p> <p>What do the animals?</p>

					of their simple physical properties	
<b>RE (Year A)</b>	1.2 Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (Part 1)	1.7 Who is Jewish and how do they live? (Part 2)	1.9 How should we care for the world and for others, and why does it matter?
<b>PE</b>	Multiskills / basic skills	Gymnastics	Dodgeball Swimming	Multiskills / basic skills	Team games	Team games
<b>Music</b> ( Based on Charanga Music)	In the Groove Y1	Little Angel gets her wings Y2	Rhythm in the way we walk Y1	Hands Feet heart Y2	Zoo time Y2	Summer play
<b>Computing</b> (alternative to forest school).	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Typing out new verse of London's burning in pairs.</p> <p>♣ recognise common uses of information technology beyond school – mind map at the start of the topic.</p> <p>Internet safety - use technology safely and respectfully, keeping personal information private; identify where to go for help and</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>- Using the internet to research the growth of cocoa beans and how chocolate is made.</p>	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣</p> <p>create and debug simple programs</p> <p>Bee bot unit</p>	<p>create and debug simple programs ♣ use logical reasoning to predict the behaviour of simple programs</p> <p>Bee bot unit</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children take photos of their beans to document their progress.</p>	<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Consolidation of internet safety</p>	<p>use technology safely and respectfully,</p> <p>Using the internet to research chosen author.</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Creating a word processed fact file of the author.</p>

support when they have concerns about content or contact on the internet or other online technologies.						
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<b>Topic</b>	<p>Great Fire of London History</p> <p>events beyond living memory that are significant nationally or globally – Great Fire of London.</p> <p>Where / how did the fire start?</p> <p>What was the timeline of events?</p> <p>Why did the fire spread so quickly?</p> <p>Who was Samuel Pepys and what did he do?</p> <p>Art</p> <p>...to use painting and sculpture to develop imagination</p> <p>...to develop a wide range of art and design techniques in using colour, texture, line, shape, form and space</p>	<p>Chocolate DT (chocolate snack).</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>select from and use a range of tools and equipment to perform practical tasks</li> <li>explore and evaluate a range of existing products</li> <li>select from and use a wide range of ingredients</li> <li>evaluate their ideas and products against design criteria</li> <li>understand where food comes from.</li> </ul>	<p>Bears History</p> <p>events beyond living memory that are significant nationally or globally.</p> <p>Teddy Roosevelt and the teddy bear. How did the teddy get it's name?</p> <p>Geography</p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> <li>use world maps, atlases and globes to identify the United Kingdom</li> <li>use simple compass directions (north, south, east and west) and locational and directional language</li> </ul>	<p>Plants (a science heavy topic) Art</p> <p>Carl Warner – imitate in his style.</p> <p>...to develop a wide range of art and design techniques in using texture, line, shape, form and space ...about the work of a range of Carl Warner describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>...to use drawing, painting, collage and printing to develop and share their ideas, experiences and imagination</p> <p>...to develop a wide range of art and design techniques in using</p>	<p>Castles Art</p> <p>... to use a range of materials creatively to design and make a castle.</p> <p>...to use sculpture to develop and share their ideas, experiences and imagination</p> <p>DT (junk model castles-making leavers etc.)</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms in their castle</li> </ul>	<p>Author topic / Famous people</p> <p>Art (illustration in style of authors books.)</p> <p>...to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>...about the work of a range of illustrators describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Music</p> <p>use their voices expressively and creatively by singing songs and speaking</p>
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<p>– roller backed silhouette pictures of the GFOL for display.</p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom – Where is London?</li> </ul> <p><b>Music</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically. London’s burning, record final performances in groups.</p>	<p><b>History (mini-topic)</b></p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality. (remembrance day – visit the war memorial. When were the wars? Why do we remember people who have fought?)</li> </ul>	<ul style="list-style-type: none"> <li>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 – compare weather to where the bears live.</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features.</li> </ul>	<p>colour, pattern, texture, line, shape, form and space</p> <p><b>Music</b> – follow an appropriate charanga unit.</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a wide range of materials.</li> </ul> <p><b>History</b></p> <p>events beyond living memory that are significant nationally or globally.</p> <p>Battle of Hastings, famous kings and queens, different types of castles, uses and protection.</p> <p><b>Geography</b></p>	<p>chants and rhymes ♣ play tuned and untuned instruments musically.</p> <p>Julia Donaldson’s rhymes.</p> <p>Link to English – performing and learning poetry.</p>
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					...use aerial photographs and plan perspectives to recognise castles – looking at different types of castles from above.	
<b>British values – Teach through PSHE</b>	Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.  Encourage respect for other people.  Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. (links to RE. )	Enable students to develop their self-knowledge, self-esteem and self-confidence.	Enable students to distinguish right from wrong and to respect the civil and criminal law of England.  Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.  Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. (links to RE. )	Enable students to develop their self-knowledge, self-esteem and self-confidence.  Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. (links to RE. )	Enable students to develop their self-knowledge, self-esteem and self-confidence.  Encourage respect for other people.
<b>PHSE</b>	Wonderful me!	Anti-Bullying and Equalities Scheme	Keeping Myself Safe	Drugs education	Make me a Superhero – Resilience	Relationships education.