|  |  |  |  |
| --- | --- | --- | --- |
| **A****U****T****U****M****N****1** | **Recovery project – Holly Park Forever*** New beginnings after the lockdown and the fact that we are all Holly Parkers together. – The HPS family
* The people who help us at Holly Park.
* A day in the life of the children and adults at Holly Park – interview a selection of staff maybe
* The global village of Holly Park – who we are – diversity of HPS
* What Holly Park in the future might be like.
* The history of Holly Park – we have original log books and the website has a history section on it
* What it means to be a Holly Parker.
* Maps of the school

**Oliver Jeffers – Here We Are**This is a very literacy based topic. Each series of sessions will explore the key themes of: * Earth’s place in the wider universe The Earth’s environment
* Our place on the planet as humans How we, as humans, relate to each other
* Other species and our responsibility towards them Belonging and community
* Our responsibility as world citizens

**Assessments in Maths & English****Then from 6/10/2020 begin:****Emotions and me- Traditional Tales****Maths:** Tens and Ones – Place Value, number**English:** Traditional tales**Spelling:** phonics phase 4 and 5**Science** : Materials- Identifying different materials (Plant bulb)**PE:** Gymnastics: Flight- jumping and landingGames - Throwing and catching **PSHE:** Making and breaking friendships**Art:** Painting, drawing (tones)**Computing:** Information Technology, digital literacy**Geography:** drawing and interpreting maps- birds eye view, following teacher made map**RE**: Believing in God | **A****U****T****U****M****N****2** | **Emotions and me- Traditional tales****Maths:** Partitioning in different ways, addition and Subtracting (without bridging ten)**English:** Instructions based on board game (DT)Retelling Red Riding Hood Modern retelling of RRHWolf’s point of view of the story**Spelling:** Phonics phase 5 and common exception words, homophones**Science**: Use of Everyday Materials (Suitability of materials)**PE:** DanceGames – Developing dribbling, hitting and kicking**DT:** Construction- Traditional Tales board game (Y1 DT objectives).**RE:** Believing in God**Computing**: Information Technology- using and applying technology, digital literacy**PSHE:** All about my feelingsCoping with conflict**Geography:** drawing imaginary maps, using a key |
| **S****P****R****I****N****G****1** | **Explorers- The UK and Europe****Maths:** Multiplication and Division, time **English:** Katie in London, Fire of London**Spelling:** Common exception words, homophones**Science**: Living things and their habitats living, non-living, identifying animals and plants in habitats and how they are suitedY1: Grouping animals according to classifications and diet, describe and compare structure of animals (plant bulb)**PE**: Dance linked to topicGames – Making up own games using existing skills – focus on individual and partner games**DT:** Food: UK food **RE:** Leaders and Teachers**Art:** Printing (look at Y1 objectives), digital media (using cameras and internet)**Computing**: Information technology, digital literacy conduct**History:** key events, chronology, looking at artefacts (Y1: timeline of own life)**Geography**The UK- weather, geographical features (Y1 objective, London, Thames)Y1: UK and it’s countries and seas**PSHE** Keeping safe |  **S****P****R****I****N****G****2** | **Explorers- Continents and Oceans****Maths:** Addition and subtraction bridging 10, Multiplication and division, fractions**English:** Non fiction reports**Spelling:** suffixes**Science**: Living things and their habitats- food chains (Once upon a jungle), habitat box**PE:** Gymnastics- Points and PatchesGames – developing skipping skills and healthy activity circuits**Art: Drawing and painting:** Colour mixing, texture.**RE:** Leaders and Teachers**Computing**: information technology, digital literacy conduct**Geography: Contrasting localities:** Continents and OceansComparing to UK**History**Significant people, travelling in the past, present and future? **DT**:Food- Global food Construction: musical instrument/ picture box?**PSHE**Special daysGlobal food |
| **S****U****M****M****E****R****1** | **Explorers: Clothes around the world****Maths:** Fractions, shape, measuring**English:** Mr Benn/ The Man Who Wore All His Clothes**PE:** Gymnastics – Rocking and rollingAthletics**Art:** Textiles**Science:** Plants (Y1: types of plant)**DT**: Textiles- t-shirt designing (using graphic this year and bringing in Digital media)**RE:** Symbols**PSHE:** money, shopping and savingAbout our families**Computing:** Computer Science, digital literacy**History:** fashion and designers through history, clothes through time Geography: clothes from around the world children bring in clothes from their countries to discuss materials etc | **S****U****M****M****E****R****2** | **Explorers: 3, 2, 1 lift off!****Maths:** statistics, position**English**: Sci-fi stories, Dear Greenpeace- letter writing about Look up! story project **Science**: Animals including humans**PE:** DanceGames -Inventing Rules in group games**RE:** Symbols**PSHE**: About my bodyHealthy bodies (link to space)**Art:** digital media (graphics package)**Computing**: Computer science, (Look at Y1 objectives)**Geography:** Fieldwork and using maps**History** Space travel through time |

Ongoing: Plants, science investigations, Famous artists, famous people from history, Here we are