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| **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 landing  Games - 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 RRH  Wolf’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:** Dance  Games – 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 feelings  Coping 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 suited  Y1: Grouping animals according to classifications and diet, describe and compare structure of animals  (plant bulb)  **PE**: Dance linked to topic  Games – 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 Patches  Games – 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 Oceans  Comparing to UK  **History**  Significant people, travelling in the past, present and future?  **DT**:  Food- Global food  Construction: musical instrument/ picture box?  **PSHE**  Special days  Global 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 rolling  Athletics  **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 saving  About 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:** Dance  Games -Inventing Rules in group games  **RE:** Symbols  **PSHE**: About my body  Healthy 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