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| **A****U****T****U****M****N****1** | Whole School Project – Dreams Of Freedom – 2 weeksDreams of Freedom combines the words of human rights heroes such as Nelson Mandela, the Dalai Lama, Anne Frank, Chief Standing Bear and Malala Yousafzai. The book aims to empower children to explore the idea of freedom, build empathy and develop their knowledge and understanding of human rights. Learning may be based around – Freedom to learn, Freedom to dream, Freedom to have a home, Freedom to have your own ideas, Freedom from fear, Freedom from slavery, Freedom to be a child, Freedom to enjoy life and liberty, Freedom to be yourself. Every child in the school will make a kite that will hang in the school. Kites celebrate the fact that human rights are universal; they belong to all of us. Kites are often a symbol of hope and freedom, flying high. This book links so well with our work on rights at Holly Park as we are a Rights Respecting Silver Award school.**Then from 21/9/2021 begin:****Emotions and me- Inside out****Maths:** Tens and Ones – Place Value, Addition and Number bonds, **English:** narrative about personal experiences**Spelling:** phonics 5c, common exception **Science** : Animals including humansPlants: Plant bulb and observe through the year**PE:** Gymnastics: Flight- jumping and landingGames - Throwing and catching **PSHE**: All about my feelingsMaking and breaking friendships**Art:** Painting (shades and tones)texture for drawing**Computing:** Information Technology, digital literacy**DT:** food: healthy eating **RE**: Beliefs | **A****U****T****U****M****N****2** | **Once upon a time, in a galaxy far, far away…****Maths:** Statistics (reading a scale), Time (counting in 5s), Capacity & Mass (reading a scale), Addition with money**English:** Interstellar Cinderella- creating space themed fairy tale. Traditional tales with a twist- descriptive detailPerformance poetry fairy talescalligramsLaika the Dog: Adventure story**Spelling:** common exception words, suffixes: ing, er, est and y**Science**: Use of Everyday Materials **PE:** DanceGames – Developing dribbling, hitting and kicking **RE:** Beliefs**Computing**: Information Technology- using and applying technology, digital literacy**PSHE:** Healthy people, special days**Geography:** drawing imaginary maps (tie to imaginary planet), using a keyfollowing teacher made map**History*:*** History of space travel, (Laika, Look up) |
| **S****P****R****I****N****G****1** | **Explorers- The UK and Europe****Maths:**  Place Value – partitioning in different ways, Addition, Subtraction**English:** Katie in London/ Scotland, James Mayhew music book (link to world- ongoing), adventure stories**Spelling:** Common exception words, more suffixes: ment, ness, ful, ly, less**Science**: Living things and their habitats living, non-living(plant bulbs)**PE**: Dance linked to topicGames – Making up own games using existing skills – focus on individual and partner games**DT:** Food: UK food **Art: Drawing and painting:** Colour mixing, texture, the greats**RE:** Leaders and Teachers**History:** Fire of London, the greats (art) key events, chronology, looking at artefacts **Computing**: Computer science, digital literacy conduct**Geography**The UK- weather, geographical features Y1: UK and it’s countries and seas**PSHE** Keeping safe, coping conflict |  **S****P****R****I****N****G****2** | **Explorers- Continents and Oceans****Maths:** Subtraction (bridging 10), Multiplication, Division, Fractions**English:** Non- fiction reports (link to world- ongoing) Dear Greenpeace (letter), **Spelling:** letter strings: tion, end of word strings e.g.: le,el,al, il**Science**: Plants and their needs Y1 identifying plants**PE:** Gymnastics- Points and PatchesGames – developing skipping skills and healthy activity circuits**Art:** Printing, painting**RE:** Leaders and Teachers**Computing**: computer science, digital literacy conduct**Geography: Contrasting localities:** Continents and OceansComparing to UKFieldwork **History**Significant people, travelling in the past (Amelia Earhart etc)**DT**: Food- Global food Construction: musical instrument/ picture box?**PSHE**Global food |
| **S****U****M****M****E****R****1** | **Explorers: Animal kingdom****Maths:** Fractions, shape, position**English:** Interview with a tiger/ shark,riddles and poems**Spelling**: apostrophes**PE:** Gymnastics – Rocking and rollingAthletics**Art and DT:** Textiles skills**Science:** living things and their habitatsKew Gardens trip, Tadpole’s Promise (explanation)**RE:** Symbols**PSHE:** About our families**Computing:** Information technology, digital literacy | **S****U****M****M****E****R****2** | **Fashion and food****Maths:** Length, Measuring, Time, Consolidation ensure children are nearer to meeting the standards**English**: Mr Benn/ The Man Who Wore All His Clothes**Spelling:** homophones**Science**: Living things and their habitats**PE:** DanceGames -Inventing Rules in group games**RE:** Symbols**PSHE**: About my bodymoney, shopping and saving**Art:** textiles, digital media (graphics package)**Computing**: Information technology **DT**: Textiles- t-shirt designing (using graphic this year and bringing in Digital media)**Geography and 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 |