

Year 1 – 2019-20
Curriculum Overview

Subject	Term	Theme	Key Learning Outcomes	Activities
Science	Term 1	The Enchanted Woodland	<ul style="list-style-type: none"> ● Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ● Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ● Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> ● Animal ‘Who am I’ game ● Make friends with a tree and identify it by looking at its leaves. ● Observe bird life ● Sort animal and habitat pictures ● Identify the structure of a plant – flower and tree ● Woodland walk – what treasures can you find? ● Use torches to investigate holes, hollows and tree stumps. ● Sort items into living, dead or never been alive. ● Describe British woodland flowers. ● Explore the British Woodland. ● Read and research woodland animals. ● Plant saplings ● Observe how flowers and saplings grow after planting.
	T2	Weather and Seasons	<ul style="list-style-type: none"> ● Observe changes across the four seasons. ● Describe weather associated with the seasons and how day length varies. ● Ask simple questions and recognise that they can be answered in different ways. ● Observe closely, using simple equipment. ● Perform simple tests. ● Identify and classify 	<ul style="list-style-type: none"> ● Understand how trees change over a year – linked to each season. ● Create season fact files. ● ‘Do pine cones know it’s raining?’ – experiment ● Sort animals into hot and cold places. ● Ice experiment – keeping insulated.

			<ul style="list-style-type: none"> ● Use their observations and ideas to suggest answers to questions. ● Gather and record data to help in answering questions. 	
T3	Dinosaur Planet	<ul style="list-style-type: none"> ● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ● Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ● Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> ● Reptile expert – invite an expert into school and find out about the creatures care needs and how they move, eat and behave. Draw and label some common reptiles based on their observations and locate on a world map where they come from. ● Look at images of different dinosaur teeth. Sort them into groups of meat eaters and plant eaters. Find out about the teeth of modern day carnivores, omnivores and herbivores. ● Label the parts of a dinosaur’s body – compare with the parts of a lizard’s body discussing any differences. 	
T4	Paws, Claws and Whiskers	<ul style="list-style-type: none"> ● Identify and classify gather and record data to help in answering questions. ● Perform simple tests. ● 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). 	<ul style="list-style-type: none"> ● Understand what herbivore, omnivore and carnivores mean. ● Sort animals into herbivores, omnivores and carnivores. ● Sort animals into their species e.g fish, mammals, birds, reptiles and amphibians. ● ‘Who’s poo is who?’ – investigation ● ‘What is camouflage for?’ - investigation ● Investigate variation amongst classmates. ● Compare the body of a human to the body of an animal. 	

	T5	Bright Lights, Big City	<ul style="list-style-type: none"> ● Distinguish between an object and the material from which it is made. ● Identify the name of a variety of everyday materials, including wood, plastic, glass, and metal. ● Describe the simple physical properties of a variety of everyday materials. ● Compare and group together a variety of everyday materials on the basis of their simple physical properties. ● Use their observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> ● Material hunt around the school ● Sort materials and identify some of their basic properties. ● Describe the properties of a common material. ● Identify what the houses from 'The Great Fire of London' were made out of.
	T6	Moon Zoom	<ul style="list-style-type: none"> ● Use their observations and ideas to suggest answers to questions, ● Ask simple questions and know that they can be answered in different ways. ● Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> ● Make a Circuit to help Beegu get home – sending a light signal ● Ordering the planets. ● Understand the composition and properties of the planets. ● Make an air-propelled rocket – which material worked the best?
History	T2	Great Fire of Northampton	<ul style="list-style-type: none"> ● Significant historical events, places in their own locality – Great Fire of Northampton. 	<ul style="list-style-type: none"> ● Timeline of our own life. ● Sort objects from the past and present. ● Travel back in time using a time machine. ● To understand the significance of the Great Fire of Northampton and make connections between the current day town centre.
	T3	Dinosaur Planet	<ul style="list-style-type: none"> ● Events beyond a living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> ● Look at fossils – consider what type or part of an animal it may have been from – create rubbings find out their names and label them.

				<ul style="list-style-type: none"> ● Meet Mary Anning and listen to her life story – fossil discoveries. ● Compare life during the age of the dinosaurs with modern life. ● Listen to and discuss theories about the extinction of dinosaurs.
	T5	Bright Lights, Big City	<ul style="list-style-type: none"> ● Learn about the events beyond living memory that are significant nationally or globally – Great Fire of London 	<ul style="list-style-type: none"> ● Magic Grandad – video – children make their own notes ● Timeline the events of ‘The Great Fire of London’.
	T6	Moon Zoom	<ul style="list-style-type: none"> ● To learn about events beyond living memory. ● To learn about the lives of significant individuals in the past who have contributed to national and international curriculum. 	<ul style="list-style-type: none"> ● Sequence the events of the Space Race ● Learn about the life of Neil Armstrong
Geography	T1	The Enchanted Woodland	<ul style="list-style-type: none"> ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> ● Look at the map of Salcey Forest and amend it to where we went. ● Make a map of Salcey Forest. ● Make a map showing how to get to the woodland party.
	T2	Weather and Seasons The Great Fire of Northampton	<ul style="list-style-type: none"> ● Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world – starting to think in relation to the Equator and the North and South poles. ● Name and locate four countries and capital cities of the United Kingdom. ● Use basic geographical vocabulary to refer to human and physical features. 	<ul style="list-style-type: none"> ● Presenting the weather ● Sort animals into the correct climate. ● Locate Northampton. ● Locate where they live in relation to Northampton. ● Identify the key human and physical features of Northampton town.
	T3	Dinosaur Planet	<ul style="list-style-type: none"> ● Name and locate the world’s seven continents and five oceans. 	<ul style="list-style-type: none"> ● Listen to the story of the dodo bird which was hunted to extinction and find

				<p>out about other species of animals at risk of extinction – mark the creatures' home areas on a world map.</p>
T4	Paws, Claws and Whiskers	<ul style="list-style-type: none"> ● To use world maps to identify different countries. ● To locate hot and cold areas of the world in relation to the Equator and North and South. 	<ul style="list-style-type: none"> ● Trip to the zoo – looking at the information and seeing where the animals are from. ● Design their own zoo by drawing a map. ● Habitats of big cats – locating them on a world map – link to landscape, climate and vegetation they need to survive. 	
T5	Bright Lights, Big City	<ul style="list-style-type: none"> ● Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. ● Use simple compass directions and locational and directional language to describe the location of features and routes on a map. ● Use basic geographical vocabulary to refer to human and physical features. ● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> ● Label a map with the capital cities and seas of the UK. ● Recognise UK flags and discuss how they make up the Union flag. ● Locate Buckingham Palace and describe its position in relation to other buildings/landmarks. ● Look at aerial photos of London and discuss the human/physical features. ● Compare living in the country to living in the seaside. ● Locate the monument for the 'Great Fire of London' and identify nearby human features. ● Compare physical features of UK and China. 	
T6	Moon Zoom	<ul style="list-style-type: none"> ● To use basic Geographical vocabulary to refer to physical features, including beach, cliff, coast, forest, hill mountains, sea, ocean, river, soil, valley, vegetation, season and weather. 	<ul style="list-style-type: none"> ● Looking at Earth from space and identifying physical features. 	

Art & design	T2	The Enchanted Woodland	<ul style="list-style-type: none"> ● To use a range of materials creatively to design and make products. ● To use sculpture to develop and share their ideas, experiences and imagination. ● To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. ● To develop a wide range of art and design techniques in using line and shape. 	<ul style="list-style-type: none"> ● Draw woodland animals. ● Make some decorations for the Woodland party. ● Clay Bogart ● Andy Goldsworthy – artist study
	T3	Christmas	<ul style="list-style-type: none"> ● To use painting to develop and share their ideas, experiences and imagination. ● To develop a wide range of art techniques in using colour and pattern. 	<ul style="list-style-type: none"> ● Calendar and cards
	T4	Dinosaur Planet	<ul style="list-style-type: none"> ● Use sculpture to develop and share their ideas, experiences and imagination. ● Develop a wide range of art and design techniques using texture, pattern, line and shape. 	<ul style="list-style-type: none"> ● Make dinosaur eggs by covering balloons with Modroc. ● Dinosaur prints using modelling clay – then paint.
	T5	Paws, Claws and Whiskers	<ul style="list-style-type: none"> ● To use painting to develop and share their ideas, experiences and imagination. ● To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ● To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> ● Paint pictures of animals. ● Dean Russo, Justine Osbourne and Eric Wilson ● Draw and label their mystery pet.
	T6	Moon Zoom	<ul style="list-style-type: none"> ● Use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> ● Homework – create a rocket or poster and peer evaluate it. ● Create an alien mask – innovate alien crash landing

Music	T1	The Enchanted Woodland	<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> ● Sing campfire songs – during express event
	T2	Christmas	<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> ● Christmas Production
	T3	Dinosaur Planets	<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play detuned instruments musically. 	<ul style="list-style-type: none"> ● Create a new dinosaur song - The Tyrannosaurs rex goes grr grr grr – select appropriate percussion instruments to accompany each verse. ● Create a soundtrack for the dinosaur movie using percussion instruments.
	T4	Paws, Claws and Whiskers	<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play tuned instruments musically. 	<ul style="list-style-type: none"> ● Perform animal songs and rhymes.
	T5	Bright Lights, Big City	<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> ● Sing London Bridge, Pussycat, Oranges and Lemons and London’s Burning.
	T6	Moon Zoom	<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ● Twinkle Twinkle Little Star ● Create space – asteroids crashing/rocket launching – experiment with their voices and various instruments. ● Create a musical score. ● Sing a variety of story bots songs – We are the planets and Eight planets in the Solar System
Design & technology	T1	The Enchanted Woodland	<ul style="list-style-type: none"> ● Build structures, exploring how they can be made stronger, stiffer and more stable. ● Use the basic principles of a healthy and varied diet to prepare dishes. 	<ul style="list-style-type: none"> ● Make a tree boggart and build structures – Salcey Forest ● Create nests for woodland animals using natural resources

			<ul style="list-style-type: none"> ● Design purposeful, functional, appealing products for themselves and other users based on design criteria. ● Design purposeful, functional, appealing products for them 	<ul style="list-style-type: none"> ● Make a home for magical creature ● Create 'treats' for the Woodland party ●
T2	Christmas		<ul style="list-style-type: none"> ● Select from and use a range of tools and equipment. ● Design a purposeful and functional product. ● Fold, tear, roll, cut paper and card. 	<ul style="list-style-type: none"> ● Calendars ● Christmas Cards
T3	Dinosaur Planet		<ul style="list-style-type: none"> ● Select from and use a wide range of materials and components including textiles. ● Design purposeful, functional, appealing products for themselves and other users based on design criteria. ● Select from and use a range of tools and equipment to perform practical tasks. 	<ul style="list-style-type: none"> ● Create their own sockasaurus rex – stick or sew googly eyes and other decorative materials to a brightly coloured sock. Make stand up spines by gluing the tops of two triangles together, leaving the bottom parts open, then stick or stitch them to the sock.
T4	Paws, Claws and Whiskers		<ul style="list-style-type: none"> ● Select from and use a wide range of materials and components including textiles. 	<ul style="list-style-type: none"> ● Design and make an enclosure for a particular zoo animal ● Make their mystery pet – make a bed for their pet
T5	Bright Lights, Big City		<ul style="list-style-type: none"> ● Select from and use a range of tools and equipment to perform practical tasks. 	<ul style="list-style-type: none"> ● Use construction to build London landmarks. ● Make a building for Pudding Lane – using a net.
T6	Moon Zoom		<ul style="list-style-type: none"> ● To design purposeful and functional products for themselves and other users based on design criteria. ● To develop and model their ideas through drawing, templates and information technology. ● To evaluate their ideas and products against design criteria. ● To explore and evaluate a range of existing products. 	<ul style="list-style-type: none"> ● Space buggies

			<ul style="list-style-type: none"> To explore and use mechanisms in their products. 	
Physical education	T1	The Enchanted Woodland	<ul style="list-style-type: none"> Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Games – Ball Skills – participate in team games. Real P.E Personal Cog – The Birthday Bikes Surprise and Pirate Planks. 	<ul style="list-style-type: none"> Owl’s a-hunting game.
	T2	Weather and Seasons, Great Fire of Northampton Christmas	<ul style="list-style-type: none"> Dance – Christmas production, Streamers and Conkers – Perform dances using simple movement patterns. Gymnastics – March, March, March and Jack and the Beanstalk 	
	T3	Dinosaur Planet	<ul style="list-style-type: none"> Perform dances using simple movement patterns. Gymnastics – Points and patches - developing balance and ability 	<ul style="list-style-type: none"> Warm up activity – move like a dinosaur – stomping, stamping, creeping, stretching, clawing, biting and bashing. Re-enact and battle with a partner in the style of their favourite dinosaur. Play ‘Dinosaur chase’.
	T4	Paws, Claws and Whiskers	<ul style="list-style-type: none"> Perform dances using simple movement patterns. Gymnastics – Flight, Bouncing, jumping and landing. Real P.E – Journey to the blue and monkey business. 	<ul style="list-style-type: none"> Warm up activity – move like an animal.
	T5	Bright Lights, Big City	<ul style="list-style-type: none"> Athletics – throwing, running and jumping. Dance – Polka 	
	T6	Moon Zoom	<ul style="list-style-type: none"> Games – Throwing and Catching Athletics – Choosing equipment that is suitable for the task/challenge 	
Computing	T1	The Enchanted Woodland	<ul style="list-style-type: none"> Use technology purposefully to retrieve digital content. 	<ul style="list-style-type: none"> Learn about the Woodland Trust
	T2	Weather and Seasons	<ul style="list-style-type: none"> Use technology purposefully. 	<ul style="list-style-type: none"> Film themselves presenting the weather.

			<ul style="list-style-type: none"> ● Recognise common uses of technology beyond school. 	<ul style="list-style-type: none"> ● Explore BBC weather website
T3	Dinosaur Planet	<ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Safer Internet Day – Use technology safely and respectfully, keeping personal information private; identify where to go to for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> ● Make a short stop motion animation using model dinosaurs. 	
T4	Paws, Claws and Whiskers	<ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> ● Find images of their favourite zoo animals – cut and paste ● Take photos of their mystery pet 	
T5	Bright Lights, Big City	<ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ● Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ● Create and debug simple programs. ● Use logical reasoning to predict the behaviour of simple programs. ● Recognise common use of information technology beyond school. 	<ul style="list-style-type: none"> ● Direct a share bear around a map. ● Copy, paste and save images of the Queen. ● Virtual tour of the British Monarchy website. ● Create an algorithm from Buckingham Palace to the London Eye via Big Ben. ● Copy, paste and save images of London landmarks. ● Debug instructions and creating algorithms. ● To program and debug instructions – London Eye to St Pauls Cathedral via the monument near Pudding Lane. 	
T6	Moon Zoom	<ul style="list-style-type: none"> ● Recognise common uses of information technology beyond school. ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> ● NASA website ● Create an alien terrain for the Beebots. ● Children edit and test their instructions for accuracy. 	

			<ul style="list-style-type: none"> ● Understand what algorithms are; how they are implemented as programs of digital devices; and that programs execute by following precise and unambiguous instructions. ● Create and debug simple programs. ● Use logical reasoning to predict the behaviour of simple programs. 	<ul style="list-style-type: none"> ● Create an alien picture – I pads doodle pad
RE	T1	The Enchanted Woodland	<ul style="list-style-type: none"> ● Who is important to us? – Christian Families <p>-To explore big questions. (Introduction to RE in Year One). -To understand that we all have special people who are important to us. X2 weeks. -To learn about important people for Christians.</p> <p>Harvest festival – To understand the meaning of Harvest Festival.</p>	
	T2	Great Fire of Northampton Weather and Seasons and Christmas	<ul style="list-style-type: none"> ● Who do we celebrate? - Celebrations <p>-To understand how and why do we celebrate birthdays -To understand why it is important to recognise the birth of a baby. -To understand why Christmas is important to Christians? To understand the importance of Christmas for Christians? To know what baby is special to Christians?</p> <p>Diwali – To understand what Diwali is. To know who celebrates Diwali and why. To understand what Advent is. To understand why we celebrate Advent? Muhammad’s birthday - November</p>	
	T3	Dinosaur Planet	<p>Are we all the same? Does everyone believe the same things? Is everyone a Christian? – Muslim Families</p> <p>-To begin to understand that not everyone has the same beliefs. -To begin to understand that not everyone is a Christian. -To begin to understand that Christians are not the only people who believe in God. To begin to understand there are other religions in the world. - To begin to understand what is important to Muslims. -To be able to name different Islamic festivals such as Ramadhan and Eid.</p> <p>To know what Chinese New Year is. To know who celebrates Chinese New Year.</p>	
	T4	Paws, Claws and Whiskers	<p>What is special to you? What is special to Christians? What is special to Muslims? – The Bible</p> <p>-To say what is special to you -To know what it means to be a Christian. -To be able to say what things are special to Christians i.e., The Bible. -To say why The Bible is a special book to Christians. *To say what book is special to you?</p>	

			<p>-To know that The Bible comes in two parts. To be able to name the two parts of The Bible.</p> <p>-To be able to name and retell stories from the new and old testament.</p> <p>To know what Shrove Tuesday is and why we celebrate this.</p> <p>To know what Lent is and why Christians follow this festival.</p> <p>To be able to say why Easter is important to Christians. To find out about the build up to Easter.</p>	
	T5	Bright Lights, Big City	<p>What is special to you? What is special to Christians? What is special to Muslims? – The Quran</p> <p>To know that The Quran is The Holy Book for Muslims, just like The Bible is The Holy Book for Christians. X2.</p> <p>-To be able to talk about how Muslims handle The Quran.</p> <p>-To be able to say who Muhammad was. To be able to say why Muhammad is important to Muslims.</p> <p>-To be able to retell stories from The Quran.</p> <p>Ramadhan – To understand what Ramadhan is. To know who follows Ramadhan.</p> <p>Eid - To understand what Eid is. To know why Muslims celebrate Eid.</p>	
	T6	Moon Zoom	<p>What places are special to us? – special places/ places of worship.</p> <p>-To be able to name places that are special for Christians. To be able to say where Christians go to learn more about Jesus and God.</p> <p>(LINKS WITH PLACES IN CHRISTIANITY – YR 1/2)</p> <p>Visit a local church/ visit from Moulton Church.</p> <p>-To name the main features of a church.</p> <p>-To be able to say what happens in a Church.</p> <p>-To find out information about Moulton Parish Church.</p> <p>-To be able to name places that are special for Muslim families.</p> <p>-Visit a local mosque? (more than once)</p> <p>-To be able to name the main features of a mosque.</p> <p>-To be able to say what happens in a mosque.</p> <p>-To find out information about a local mosque??</p>	
PSHE	T 1	The Enchanted Woodland	<p>Suggest how they can make a positive contribution to their class, school or community</p> <p>Being Me in My World</p> <p>Special and Safe - I know how to use my Jigsaw Journal. I feel special and safe in my class</p> <p>My Class - I understand the rights and responsibilities as a member of my class. I know that I belong to my class.</p>	<p>How can we look after our local environment?</p> <p>(See Jigsaw Scheme)</p>

			<p>Rights and Responsibilities - I understand the rights and responsibilities of being a member of my class. I know how to make my class a safe place for everybody to learn.</p> <p>Rewards and Feeling Proud - I know my views are valued and can contribute to the Learning Charter. I can recognise how it feels to be proud of an achievement.</p> <p>Consequences - I can recognise the choices I make and understand the consequences. I can recognise the range of feelings when I face certain consequences.</p> <p>Owning our Learning Charter - I understand my rights and responsibilities within our Learning Charter. I can understand my choices in following the Learning Charter</p>	
T2	<p>Weather and Seasons, Great Fire of Northampton</p> <p>Christmas</p>	<p>Diversity week - Celebrating Difference</p> <p>The same as ... - I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends</p> <p>Different from ... - I can identify differences between people in my class. I can tell you some ways I am different from my friends.</p> <p>What is 'bullying'? - I can tell you what bullying is. I understand how being bullied might feel.</p> <p>What do I do about bullying? - I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.</p> <p>Making new friends - I know how to make new friends. I know how it feels to make a new friend.</p> <p>Celebrating difference: celebrating me - I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>Sir Dancealot</p> <p>(See Jigsaw Scheme)</p>	
Spring 1	<p>Dinosaur Planets</p>	<p>Dreams and Goals</p> <p>My Treasure Chest of Success - I can set simple goals. I can identify my successes and achievements.</p> <p>Steps to Goals - I can set a goal and work out how to achieve it. I can tell you how I learn best.</p> <p>Achieving Together - I understand how to work well with a partner. I can celebrate achievement with my partner.</p>	<p>(See Jigsaw Scheme)</p>	

			<p>Stretchy Learning - I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge</p> <p>Overcoming Obstacles - I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>Celebrating my Success - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest</p>	
Spring 2	Paws, Claws and Whiskers	<ul style="list-style-type: none"> Realise that people and other living things have, needs and that they have a responsibility to meet them. <p>Healthy Me</p> <p>Being Healthy - I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.</p> <p>Healthy Choices - I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p> <p>Clean and Healthy - I know how to keep myself clean and healthy, and understand how germs cause disease/ illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe</p> <p>Medicine Safety - I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>Road Safety - I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.</p> <p>Happy, Healthy Me - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p>	<ul style="list-style-type: none"> Ask questions when visiting Woburn Safari park about caring for the animals. <p>See Jigsaw Jack planning</p>	
Summer 1	Bright Lights, Big City	<p>Relationships</p>	<p>Make an alien feel safe in a strange world.</p> <p>See Jigsaw Jack planning</p>	

			<p>Families - I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.</p> <p>Making Friends - I can identify what being a good friend means to me. I know how to make a new friend.</p> <p>Greetings - I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>People Who Help Us - I know who can help me in my school community. I know when I need help and know how to ask for it.</p> <p>Being My Own Best Friend - I can recognise my qualities as a person and a friend. I know ways to praise myself.</p> <p>Celebrating My Special Relationships - I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>	
Summer 2	Moon Zoom	<p>Changing Me</p> <p>Life Cycles - I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.</p> <p>Changing Me - I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>My Changing Body - I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.</p> <p>Boys' and Girls' Bodies - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private.</p> <p>Learning and Growing - I understand that every time I learn something new I change a little bit. I enjoy learning new things.</p> <p>Coping with Changes - I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p>	See Jigsaw Jack planning	

Memorable Experiences and Express Events		
Topic	Memorable Experience	Express Events
The Enchanted Woodland	Trip to Salcey Forest	Attend a woodland party Art Gallery – invite parents
Weather and Seasons, The Great Fire of Northampton and Christmas	Time machine	Christmas Production
Dinosaur Planet	Dino-hunt	Dinosaur party
Paws, Claws and Whiskers	Trip to Woburn Safari Park	Art Gallery – invite parents
Bright Lights, Big City	Afternoon tea with the Queen	Art Gallery – invite parents
Moon Zoom	Mysterious parcel	Alien crash landing
<u>Extra-Curricular activities</u>		
Autumn1 – Salcey forest Autumn 2 – Bonfire night – fire safety/ campfire/ Guy Fawkes Spring 2 – zoo visit Summer 2 – sleepover Rainbow classes		