

Topic Framework

Key Stage 1

| | Term1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Cycle 1 | All about me - week 1 and 2 | Around the world | Dinosaurs | Giants | Growing | The seaside |
| 16/17 | | Diwali and celebrations - 2 weeks | Dinosaurs and all that rubbish | The smartest giant, the selfish giant | Winnie and the enormous pumpkin | Seaford history museum |
| 18-19 | <p>Thinking and learning about ourselves as babies -changes within living memory</p> <p>Explorers - weeks 3-6</p> <p>The story and life of Christopher Columbus -the lives of significant individuals</p> <p>Science- materials- floating and sinking</p> <p>Working scientifically</p> <p>DT- design a boat -Talk about realistic ideas for their design (use previous experiences) -Draw labelled pictures Simple verbal or written explanations -Model ideas -Consider purpose and appeal for audience</p> | <p>Rainforest 2 weeks</p> <p>-The great Kapok tree</p> <p>Habitats - -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>-identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> | <p>Harry and the bucket full of dinosaurs</p> <p>Animals including humans - basic needs of humans and dinosaurs booklet -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>-notice that animals, including humans, have offspring which grow into adults</p> | <p>Animals including humans- Labelling body parts of giant -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>Giant's map -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</p> <p>-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>use basic geographical vocabulary to refer to:</p> | <p>Growing Naming plants Instructions for growing a bean Poem from bean perspective Poster- What plants need to grow</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>-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>PSHE: Good to be me</p> | <p>-Significant events in own locality</p> <p>Sharing a shell- information booklets - hermit crabs etc.</p> <p>Seaside poems inspired by Seaside trip</p> <p>Habitats -identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>British seaside - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>PSHE: Changes RE: The church</p> <p>Art:</p> |

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| | <p>-Evaluate against design criteria</p> <p>-Evaluate and explore a range of existing products</p> <p>-Suggest improvements and next steps</p> <p>-Learn about designers/ inventors</p> <p>PSHE: New beginnings</p> <p>RE- Creation</p> <p>Art:</p> <p>Portraits</p> <p>Columbus ship collage</p> <p>Music: Exploring Duration</p> <p>French: Greetings</p> <p>Computing: key skills and We are treasure hunters 1.1</p> | <p>Comparing UK and one of the world's rainforests</p> <p>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>PSHE: Getting on and falling out</p> <p>RE- The Advent ring</p> <p>The Nativity</p> <p>Art:</p> <p>-Pumpkin paintings</p> <p>-Snow man pastel</p> <p>Christmas card</p> <p>Music: Exploring Pulse And Rhythm</p> <p>Computing: We are TV chefs 1.2</p> | <p>PSHE: Say no to bullying</p> <p>RE-Baptism of Jesus and baptism</p> <p>Young Jesus</p> <p>Art:</p> <p>-Clay dinosaur</p> <p>-Tile printing</p> <p>Music: Exploring Pitch Exploring</p> <p>French- numbers to 10</p> <p>Computing: We are photographers 2.3</p> | <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>DT:</p> <p>Traditional tale/giant story wheel with mechanisms</p> <p>Designing and making a junk alien</p> <p>-Talk about realistic ideas for their design (use previous experiences)</p> <p>-Draw labelled pictures</p> <p>Simple verbal or written explanations</p> <p>-Model ideas</p> <p>-Consider purpose and appeal for audience</p> <p>PSHE: Going for goals</p> <p>RE- The Easter story</p> <p>Music: Instruments And Symbols</p> <p>Computing: Scratch and key skills</p> | <p>RE: Stories Jesus told</p> <p>Art:</p> <p>Sunflower art</p> <p>Nature inspired art</p> <p>Music: Exploring Timbre, Tempo And Dynamics</p> <p>French- Introductions</p> <p>Computing: making presentations</p> | <p>Sea and sky colouring mixing</p> <p>Music: Exploring Sounds</p> <p>Computing: We are story tellers 1.5</p> |
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| <p>Cycle 2 17-18 19/20</p> | <p>All about me - week 1 and 2</p> <p>The rainbow fish</p> <p>Thinking and learning about ourselves as babies -changes within living memory</p> <p>Week 3-6 - Down Under- Australia Topic</p> <p>Wombat goes walk about</p> <p>Aboriginal stories</p> <p>Science -Materials- waterproof coat for wombat -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on</p> | <p>Fire</p> <p>The great fire of London, Samuel Peeps and Thomas Farynor -events beyond living memory that are significant nationally or globally</p> <p>Scientific enquiry (not linked to learning journey) Materials- how things move on different surfaces. Can all things roll? -Working scientifically -compare how things move on different surfaces.</p> <p>DT Cooking a Christmas biscuit -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from.</p> <p>PSHE: Getting on and falling out</p> | <p>Winter Wonderland</p> <p>Ernest Shackleton -the lives of significant individuals Hot and cold climates around the world -name and locate the world's 7 continents and 5 oceans -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 -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -use simple compass directions - understand geographical similarities and differences through studying the human and physical geography of a small</p> | <p>Space</p> <p>Bob man on the moon Aliens love underpants</p> <p>Neil Armstrong -Significant and events and people</p> <p>Working scientifically -Aliens want to know which material will be best - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>PSHE: Going for goals</p> <p>RE- Jewish Shabbat meal Palm Sunday and the Easter story</p> <p>Art: Marbled planet art Chalked space scene</p> <p>Music: Exploring Instruments And Symbols</p> | <p>Green</p> <p>Window by Jeannie Baker One plastic bag</p> <p>Green plants and trees -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Endangered animals -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) -identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> | <p>It's a bug's life!</p> <p>Science- habitats -identify and name a variety of plants and animals in their habitats, including microhabitats -describe how animals 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>DT- Design and make a bug hotel (Structures) Talk about realistic ideas for their design (use previous experiences) -Draw labelled pictures Simple verbal or written explanations -Model ideas -Consider purpose and appeal for audience -Evaluate against design criteria -Evaluate and explore a range of existing products</p> |
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| <p>the basis of their simple physical properties</p> <ul style="list-style-type: none"> -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses <p>Seasonal walk to look for signs of Autumn and Autumn poem</p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - observe changes across the 4 seasons -observe and describe weather associated with the seasons and how day length varies. <p>Comparing UK and Australia</p> <ul style="list-style-type: none"> -understand geographical similarities and differences through studying the human and physical geography of a small area of the United | <p>RE:</p> <ul style="list-style-type: none"> -Christingle -The Nativity -Hinduism and Diwali <p>Art:</p> <p>Great Fire of London</p> <p>Collage</p> <p>Rangoli patterns</p> <p>New year seasons calendar</p> <p>Music: Exploring Pulse And Rhythm</p> <p>Computing: We are games testers 2.2</p> | <p>area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Scientific enquiry</p> <p>Melting - ice cube investigation. Where is the best place to keep an ice cube?</p> <p>Working scientifically</p> <p>Cold habitats</p> <ul style="list-style-type: none"> -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Animals including humans</p> <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 | <p>Computing: We are astronauts 2.1</p> | <p>Recycling investigation</p> <ul style="list-style-type: none"> -Working scientifically <p>Seasons</p> <ul style="list-style-type: none"> -Seasonal changes in spring/summer <p>Looking at areas in the world with environmental issues</p> <ul style="list-style-type: none"> -name and locate the world's 7 continents and 5 oceans <p>DT- using recycles materials to make a bunting (Textiles)</p> <p>Talk about realistic ideas for their design (use previous experiences)</p> <ul style="list-style-type: none"> -Draw labelled pictures Simple verbal or written explanations -Model ideas -Consider purpose and appeal for audience -Evaluate against design criteria -Evaluate and explore a range of existing products -Suggest improvements and next steps -Learn about designers/ inventors | <ul style="list-style-type: none"> -Suggest improvements and next steps -Learn about designers/ inventors <p>Investigation- mapping out our school's bugs</p> <ul style="list-style-type: none"> -use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>PSHE: Changes</p> <p>RE: Christian and Jewish worship</p> <p>Art:</p> <p>Symmetrical patterns (butterflies)</p> <p>Natural art</p> <p>Music: Tempo And Dynamics</p> <p>Computing: We are detectives 2.5</p> |
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| | <p><i>Kingdom, and of a small area in a contrasting non-European country</i></p> <p><i>DT- design and make a waterproof wombat coat</i></p> <p>PSHE: New beginnings</p> <p>RE- Creation</p> <p>Art: Aboriginal portraits</p> <p>Music: Exploring Sounds</p> <p>French: Greetings</p> <p>Computing: Scratch and key skills</p> | | <p>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>-describe how animals 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><i>Cooking- sandwich and fruit salad</i></p> <p>-use the basic principles of a healthy and varied diet to prepare dishes</p> <p>-understand where food comes from.</p> <p>PSHE: Say no to bullying</p> <p>RE-The Jewish home</p> <p>Art: Clay polar bear Van Gough's Starry night</p> <p>Music: Exploring Pitch</p> | | <p>PSHE: Good to be me RE: The Bible and the Torah</p> <p>Art: Leaf rubbings Printing</p> <p>Music: Exploring Timbre</p> <p>French- Introductions</p> <p>Computing: Presentations</p> | |
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| | | | <div>French- numbers to 10</div> <div>Computing: We are painters</div> <div>1.3</div> | | | |
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