



School Whole School Topic Planner and National Curriculum coverage

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Super Me	Toys	Can we build it?	Can we dig it?	Ships Ahoy	Walking with Dinosaurs
<i>English / Text drivers</i>	<i>Traditional stories</i>	<i>Toy from Home Q Pootle 5 Firework clips Firework poems</i>	<i>Three little pigs The three little wolves and the big bad pig</i>	<i>Hilliers Arboretum trip Seed packets Time lapse Video clip</i>	<i>Pirate School (Pirate day) A new home for a pirate The Pirates next door Yo Ho Ho A pirating well go poem</i>	<i>Dinosaurs from head to tail Natural History visit Mary Annying artefact box Stomp chomp, big roars here come the dinosaurs</i>
<i>History/Geography</i>	Weather <i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles</i>	Toys through time <i>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</i>			Seas and more <i>Name and locate the worlds 7 continents and 5 oceans Use basic geographical vocabulary to refer to: Key physical features and Key human features</i>	Mary Anning <i>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</i>
<i>Science</i>	Senses <i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i>	Weather	Materials <i>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, materials, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of</i>	Plants <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i>	Forces	<i>Seasonal changes and investigating Asking simple questions and recognising that they can be answered in different ways Observing closely using simple equipments Performing simple tests Identifying and classifying Using their observations and ideas</i>

			everyday materials on the basis of their physical properties			to suggest answers to questions Gathering and recording data to help in answering questions
	Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how the day length varies					
Art/ Design	Food Tech	Pullys and Leavers To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	G o Keefe	Food Tech / Recycling	Natural Sculpture To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
PE	<u>Real PE</u> Developing personal skills <u>Gymnastics</u> Bouncing, jumping and landing	<u>Real PE</u> Social skills <u>Games</u> Ball skills and games <u>Dance</u> Christmas	<u>Real PE</u> Cognitive skills <u>Gymnastics</u> Rocking and rolling	<u>Real PE</u> Creative Skills <u>Games</u> Aiming, throwing and catching	<u>Real PE</u> Applying physical skills <u>Gymnastics</u> Wide, narrow and curled <u>Dance</u> Mayday	<u>Real PE</u> Health and fitness <u>Games</u> Bat & ball skills, games and skipping <u>Sports Day</u>
RE (Hampshire / School Objectives)	Symbol of bread Talk about the meaning of symbols Recognise why the symbol of bread is important to Christians Discuss and make symbol of bread (Harvest loaf) Talk about and create their own symbol	Light as a symbol Talk about own responses to candle flame Identify how candle flame relates to own lives Talk about candle flame as a reminder/symbol of important people and events Recognise how candle flames are used at Advent	Change / people Jesus met Talk about own responses to change Identify how change affects their own lives Identify and talk about how the people Jesus met changed Talk about and give opinions on the importance of changes in the stories	Easter: from sadness to happiness Talk about own experiences of 'sad' / then 'happy' Identify feeling of sadness/happiness in different situations Recognise how sadness and happiness are significant in the Easter story talk about the importance of sadness and	Worship in a church / Mosque Talk about the concept of worshipping Identify how and why churches/mosques are important places for Christians/Muslims	Special Stories Identify and describe what a story is Recognise and describe why religious people have stories Describe the value of story to religious people Identify and describe own response to story Identify how their response to story affects their lives and others

				<i>happiness to Christians when they remember the Easter story</i>		
Computing	Information technology <i>To be able to log on and off of the computer independently</i> <i>To be able to shut down the computer safely</i> <i>To be able to use a mouse correctly</i> <i>To be able to type using the keyboard</i> <i>To be able to edit text</i> <i>To be able to save work</i> <i>To be able to insert text</i>	The Internet <i>To be able to understand what a computer is</i> <i>To be able to recognise different uses for computers</i> <i>To be able to understand what the internet is</i> <i>To be able to recognise different ways that the internet can be used</i> <i>To be able to explain how wired and wireless communications work</i> <i>To be able to express ways to stay safe on the internet</i>	EBooks <i>To be able to understand what an e-book is</i> <i>To be able to explore Paint software</i> <i>To be able to draw a picture using digital software</i> <i>To be able to save work</i> <i>To be able to insert a picture</i> <i>To be able to edit text</i> <i>To be able to</i>	Computer science – unplugged <i>To be able to understand what an algorithm is</i> <i>To be able to create simple algorithms</i> <i>To be able to debug algorithms</i> <i>To be able to understand what decomposition is</i> <i>To be able to understand and identify patterns</i> <i>To be able to understand what abstraction is</i>	Computer science - bee bots <i>To be able to understand that a computer follows precise commands and will respond to those commands consistently</i> <i>To be able to plan and predict the behaviour of simple programs</i> <i>To be able to use logical reasoning to predict the behaviour of simple programs</i> <i>To be able to plan, test and debug simple algorithms</i> <i>To be able to record an algorithm</i> <i>To be able to create an efficient algorithm in order to achieve a specific goal</i> <i>To be able to plan and combine a sequence of commands to achieve a specific goal.</i> <i>To be able to evaluate an algorithm and improve it as necessary</i>	Computer Science – 2code <i>To be able to understand what algorithms are.</i> <i>To be able to understand how algorithms are used in programs.</i> <i>To be able to apply this understanding to create a simple program using an algorithm.</i> <i>To be able to use design mode to control how a game looks</i> <i>To be able to write a program that controls how a CHARACTER moves.</i> <i>To be able to explain what is happening and write down/ talk through my code</i>

<i>PSHCE</i>	<i>Working Well together</i>	<i>Other people are special too</i>	<i>Caring for myself</i>	<i>Caring for others</i>	<i>Keeping safe</i>	<i>Looking forward</i>
<i>Music (Hampshire/ School Objectives)</i>	<i>ll about ourselves</i> <i>Recognise and respond to the steady beat/pulse in music</i> <i>Respond to long and short patterns</i> <i>Maintain a steady beat on untuned percussion instruments</i> <i>Respond to changes in character of music through movement</i> <i>Identify how sounds can be made in different</i>	<i>et their be colour and light</i> <i>Control vocal pitching</i> <i>Create and choose sounds in response to a range of starting points</i> <i>Copy simple rhythmic patterns</i> <i>Take account of musical instructions when rehearsing and performing</i> <i>Rehearse and perform individually, in</i>	<i>When patterns, textures and sounds make music</i> <i>Identify how sounds can be made in many different ways</i> <i>Recognise and respond to one sound/many sounds combined</i> <i>Explore and enjoy how sounds can be made and changed</i> <i>Create and change sounds in response to a range of starting points</i> <i>Develop an appropriate</i>	<i>Can you dig it?</i> <i>Maintain a steady beat on untuned percussion instruments / copy simple rhythmic patterns</i> <i>Begin to use correct tuned percussion techniques</i> <i>Identify how musical elements can be organised and used expressively within simple structures</i> <i>Identify and respond to loud, quiet, silence</i>	<i>Ocarina</i> <i>Recognise how to make and control sounds through blowing</i> <i>Learn correct embouchure (mouth shape/position)</i> <i>Develop good posture, finger and hand positions</i> <i>Recognise higher and lower sounds and relate to shape of melody</i> <i>Learn to accompany and perform on the recorder with others / alone</i>	<i>Recorder</i> <i>Recognise how to make and control sounds through blowing</i> <i>Learn correct embouchure (mouth shape/position)</i> <i>Develop good posture, finger and hand positions</i> <i>Recognise higher and lower sounds and relate to shape of melody</i> <i>Learn to accompany and perform on the recorder with others / alone</i>

	<p><i>ways, e.g. sung, body, instrumental, environmental</i></p> <p><i>Recognise wooden, metal, skinned and string instruments and the properties of sound</i></p> <p><i>Rehearse and perform as a class</i></p>	<p><i>pairs and as a class</i></p>	<p><i>vocabulary to use when talking about music</i></p> <p><i>Identify how musical elements can be organised and used expressively within simple structures</i></p>	<p><i>Develop control of dynamics when speaking</i></p>		
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