



Haddenham Community Infant School Termly Topics Overview

A 2019-20 2021-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Animal Magic Celebrations		We are Britain		If you go down to the woods today	
Literacy Talk for writing model	Year 2 Transition: Non-fiction: Recount-Summer Holidays Year 1 Transition: Non-Fiction: Letters, postcards, messages -Summer Holidays Fiction: Adventure Stories- The Antlered Ship Poetry: Classic poems- The Owl and the Pussycat Fiction: Familiar settings Owl Babies	Non-Fiction: Information Texts, Autobiography and Biography- Follow the Moon and The fantastic undersea life of Jaques Cousteau Animal info texts Year 2 Non-Fiction: Letters, postcards, messages- Greenpeace Fiction: Stories from other cultures Handa's surprise and others Poetry: Bonfire poems War poems Performance: Christmas Production	Fiction: Stories by the same author; Katie Morag Non- Fiction: Information texts- Katie in London, London info texts Non-Fiction: Instructions- Tudor House and Food instructions	Fiction: Fantasy- Lost and found by Oliver Jeffers Poetry: Poems on a theme- All aboard the London bus Non-Fiction: Information texts- Florence Nightingale	Fiction: Stories on a theme- Jack and the Beanstalk, Jim and the Beanstalk Non- Fiction: Discussion and persuasive writing- (Tin Forest- move to Year B on next cycle) Earth Day and eco friendly Non- Fiction: Instructions- Geography/ Maths link Directional Language and map work Next time- Where the wild things are	Non- Fiction: Information texts Plants and growing, Animals and their habitats Fiction: Winnie the Pooh
Maths Push for Greater Depth	Number: Place Value Number: Addition & Subtraction Geometry: Shape Measurement: Time		Measurement: Money Number: Place Value Number: Multiplication & Division Measure: Length & Height		Number: Place Value Number: Four Operations Measurement: Weight and Volume Number: Four Operations	

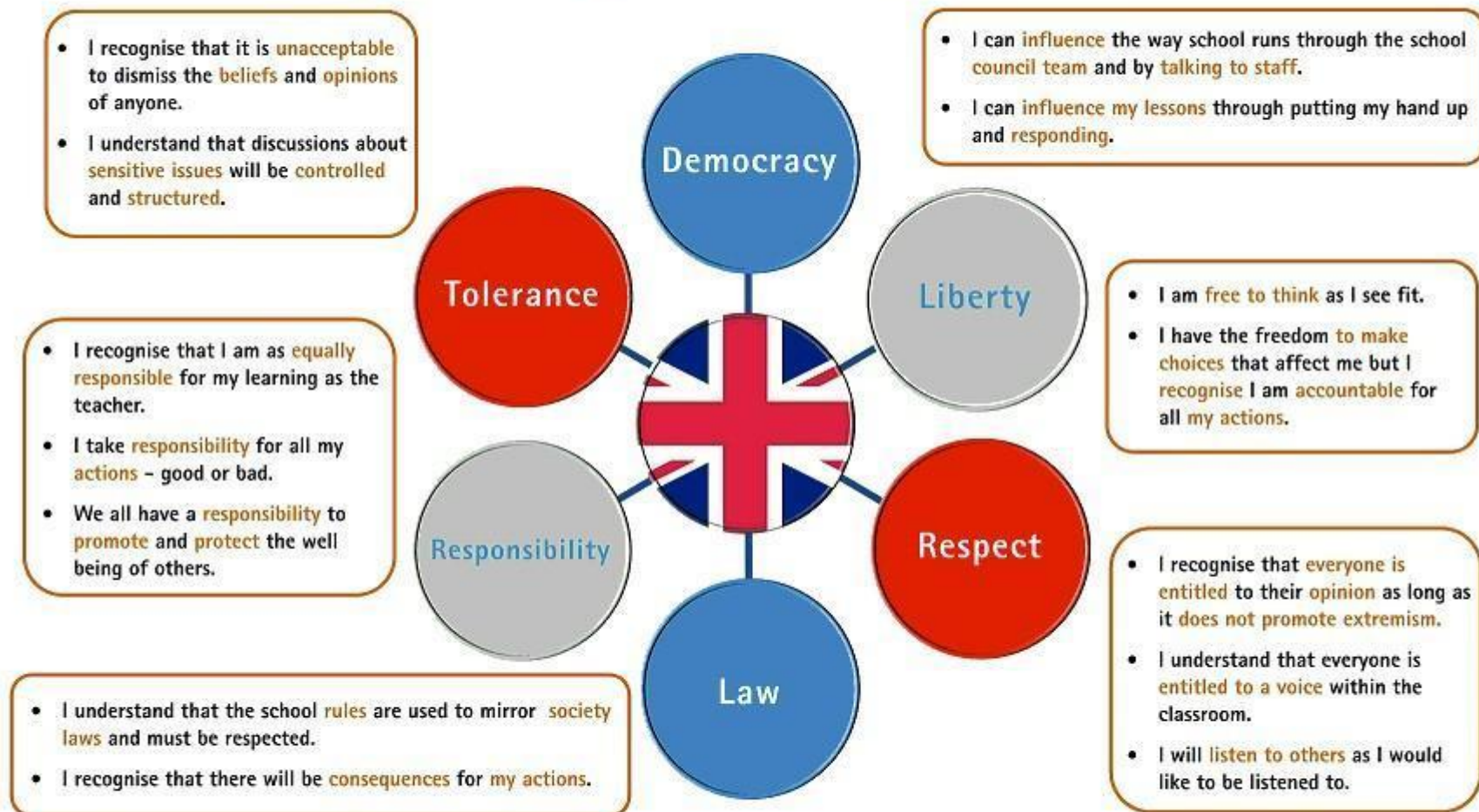
			Measurement: Length & Mass Number: Fractions Graphs Measurement: Time		
Science	<p>Animals inc Humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>notice that animals, including humans, have offspring which grow into adults 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>Animals inc Humans 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.</p>	<p>Seasonality observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>	<p>Seasonality and Everyday Materials 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 the basis of their simple physical properties.</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants 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.</p> <p>identify and name a variety of plants</p> <p>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>Animals/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 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. Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>
Geography/History	<p>Continents and Oceans (Including science link where animals come from, seasonality and weather)</p>	<p>The lives of significant individuals; Guy Fawkes Events beyond living memory; Bonfire Night, WW2, Remembrance</p>	<p>Rivers and Coasts Map work- London</p> <p>Events beyond living memory; Great Fire of London</p>	<p>The lives of significant individuals; Florence Nightingale</p>	<p>Simple compass directions (North, South, East and West) and locational and directional language [for</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</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 Haddenham and literacy link- the locality of stories from cultures</p> <p>Significant historical events, people and places in their own locality. - Our local area- Haddenham</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use basic symbols in a key Haddenham</p>	<p>Day, speak to grandparents</p> <p>Changes within living memory-Science link Humans, RE How they have changed</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom - Weather forecast, Seasonal science links</p> <p>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- London</p> <p>Continents and Oceans UK</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Fairtrade</p>	<p>example, near and far; left and right], to describe the location of features and routes on a map (Literacy link- Winnie the Pooh) Orienteering pack</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. (Literacy link- Winnie the Pooh) Orienteering pack</p>	<p>devise a simple map; and use and construct basic symbols in a key (Literacy link- Winnie the Pooh) Orienteering pack</p>
<p>RE</p> <p>Year 1</p>	<p>Key Question: Does God want Christians to look after the world? (include the Muslim story - The Tiny Ants, to make comparisons with Christianity) Religion: Christianity, Islam</p>	<p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<p>Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>
<p>Year 2</p>	<p>Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity</p>	<p>Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity</p>	<p>Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p>	<p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity</p>	<p>Key Question: Does going to a mosque give Muslims a sense of belonging Religion: Islam</p>	<p>Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p>
<p>ICT</p>	<p>Y1 Online Safety Grouping & Sorting</p>	<p>Y1 Pictograms - data being represented in picture form Lego Builders - following and creating instructions</p>	<p>Y1 Animated Story Books - Adding animation, sounds and backgrounds</p>	<p>Y1 Coding - building one and two step instructions to code. Develop skills of</p>	<p>Y1 Spreadsheets-To understand simple spreadsheets and use the data presented.</p>	<p>Y1 Technology outside School -To identify examples of technology in the community.</p>

		Maze Explorers - Understanding the functionality of basic directions and creating their own		coding characters and backgrounds.		
	Y2 Coding - Understanding algorithms, debugging and building programs	Y2 Online Safety - Refining searches, emailing, digital footprints and keeping data safe.	Y2 Spreadsheets - Using spreadsheets and manipulating data	Y2 Questioning - Separating information, constructing binary trees and using databases	Y2 Effective searching using the internet Creating Pictures - Impressionist styles of art and surrealism	Y2 Making Music - digital music Presenting ideas - Stories, fact files and presentations
Music	Carnival of the Animals Sing Up- Good to be ME	The Nutcracker Christmas Songs	Y1:Vivaldi Winter	Y1: Orchestra	Y1: Folk Music	Y1: World Music
			Y2 Recorders Singing			
Art	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: -portraits, Guiseppe, animals, bird nest,</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; collage faces, printing, sketching faces, portraits, animals,</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products- Christmas decorations for Bazaar</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -Christmas cards</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -Bonfire Night</p>	<p>To use a range of materials creatively to design and make products - Tudor houses,</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Tudor houses, The Seasons and Weather,</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, -Drawing maps of London</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Inspired from British Artists studied, see below..</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - British artists with Katie; George Stubbs, Turner, Van Gogh, J</p>	<p>To use a range of materials creatively to design and make products -Moving Pictures</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -Plants</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -Plants</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Henry Rousseau</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Henry Rousseau</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>

	- Guiseppe			Constable, Thomas Gainsborough		making links to their own work. - Henry Rousseau - Andy Goldsworthy, Nature Art
PSHE Y1	Who am I? (Uniqueness and what we have in common) Keeping safe in school (people's bodies and feelings can be hurt, inc online safety) Being a good friend Identifying feelings (a vocabulary to describe their feelings to others)	Our Daily Routine (inc. personal hygiene) Keeping Clean Dental Families and Care	Gifts and talents (there has never been and never will be another them) Understanding jealousy What is bullying? Secrets and surprises	Values of coins and notes Needs and wants Looking after my money Understanding change	Staying healthy Medicines Who gives us medicines? Going to hospital	Cooperation in a group Living together (listening to people and play and work cooperatively - resolving arguments through negotiation) Outdoor safety Environment
Y2	Self awareness Managing feelings (simple strategies for managing feelings) Resolving arguments and working with others Habits and obstacles to change Good or bad touches (what physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond)	Identify and respect the differences and similarities between people Differences: boys & girls Differences: males & females Naming Body Parts (including external genitalia) Body image Exercise and fitness	Being cared for Loss of things you care about and bereavement Effects of bullying (recognise that they have a shared responsibility for keeping themselves and others safe) Choices and consequences ('privacy', when to say 'yes', 'no', 'I'll ask' and 'I'll tell' and know that they do not need to keep secrets.)	Keeping track of money Spend or save? Where money comes from Rights and responsibilities and how they change as we grow	Risk Hazardous substances Safety Rules People who help us Emergency services - when and how they can help us (who to go to if they are worried and how to attract their attention)	Community Gender and work Urban and rural environments World environments
Trips and visitors	Wheatley Birds of Prey	Local area walk	Local area walk and Museum Trip	Claydon House Explorer James	Forest School Oxford Botanical Gardens?	Forest School

Core British Values



 Social - Moral - Spiritual - Cultural 