Haddenham Community Infant School Termly Topics Overview

B 2024-25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Enchanted		Inventors, Designers and Explorers		Wonders of the world; Space, Sea and Future	
Literacy **Talk for writing model**	Fiction: Fantasy **Harry Potter and the Philosopher's Stone** Fiction: instruction writing - magic potions Traditional Tales: Rapunzel by Bethan Woollvin	Poetry: Magic Poems by John Foster and Korky Paul Senses poem Michael Rosen performance poetry; Y2 - fireworks poems Non-Fiction: **Information Texts, Newspaper text on Guy Fawkes** Non-Fiction: **Letters to Santa and The Jolly Christmas Postman**	Non-Fiction: **Instructions.** Non- Fiction: **Information texts based on Polar Animals and Cpt Scott** Fiction: **Michael Bond Paddington** (Non-Fiction information Texts; Tin Forest next time) (Other book links-The Great Explorer Diary of a Wombat)	Non-Fiction: Information texts Poetry: Poems on a theme Fiction: Fantasy **The Dragon Machine Advertisement: Beans Tim Berners Lee**	Fiction: Stories on a theme **Baboon on the moon** Non- Fiction: persuasive writing/ discussion **Flotsam** Non- Fiction: Information texts **Chick diary**	Non- Fiction: Information texts **Space** Fiction: Stories to perform Non- Fiction: discussion Space poetry
Writing outcomes	Story writing Descriptions - adjectives Instruction writing - verbs, imperative verbs, adjectives, time connectives Poems	Newspaper report Letter Firework rhyming poem	Non chronological report Recount	Poster Emotional speech Story innovation Instruction Story endings Class rhyming poem	Persuasive writing Information pages Instruction list Non-chronological report Recount	Diary entry Simple biography Story innovation
Maths **Push for Greater Depth**	Y1 and Y2 Number: Place Value Number: Addition & Subtraction Geometry: Shape		Y1 Number: Place value, addition and subtraction Measure: length, height, weight, volume Y2 Measurement: Money		Y1 Number: Multiplication and division, fractions, place value Geometry: Position and direction Measure: money, time Y2	

			Number: Multiplication & Division Measure: Length & Height, mass capacity, temperature	Number: Fractions Measurement: Time Statistics Geometry: Position and direction	
Science	**Y1 & Y2** 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. 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.	**Y1 & Y2** seasonal changes Everyday materials - recycling, testing absorbency investigation Working Scientifically (KS1 WS) i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions	**Y1 & Y2** Identify that 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 (coral reef) and animals in their habitats, including microhabitats	**Y1 & Y2** 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 Living, dead or never alive? Classification Comparing and learning animal structures (features of animals)	**Y1 & Y2** Climate change and the environment. (Space and Sea) i) notice that animals, including humans, have offspring which grow into adults ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) Working Scientifically (KS1 WS) i) asking simple questions and recognising that they can be answered in different ways ii) observing closely, using simple equipment iii) performing simple tests iv) identifying and classifying v) using their observations and ideas to suggest answers to questions **Butterflies + Chicks- life cycle, label features, looking after/caring for animals**

Geography/History	Y1 & Y2	Y1 & Y2	Y1 & Y2	Y1 & Y2	Y1 & Y2	Y1 & Y2
	Simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	The lives of significant individuals; **Guy Fawkes Events beyond living memory; Bonfire Night WW2 Remembrance Day**	Continents and Oceans (Where explorers travelled, Arctic, Antarctic and Australia) Name and locate the world's seven continents and five oceans	The lives of significant individuals; **Benz (cars), George Stephenson (trains), Wright Brothers (plane),William Morris**	Simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a 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
	Use aerial photographs and plan perspectives to recognise landmarks	Changes within living memory- How they have changed	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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.	**(Once every 4 years) Olympics: History of the Olympics, country it is being held -**
	Devise a simple map; and use and construct basic symbols in a key	**Black History Month** Walter Tull, Rosa Parks, Nelson Mandela, Martin L King Mary Seacole - Year 2 Compare against Florence Nightingale	Use simple compass directions (North, South, East, West) and locational/directional language to describe the features and routes on a map	To develop an awareness of the past, through finding out about changes within living memory.	Events beyond living memory; **Moon landing,Neil Armstrong, Katherine Johnson**	**Coasts; Seaside past and present, coastal vocabulary,**
			History: (also covered within Literacy) The lives of significant individuals in the past who have contributed to national and international achievements and to compare aspects of life in different periods (Shackleton/ Scott- Antarctica, Victorian era, Captain Cook, Amy Johnson)	To know where people and events studied fit within a chronological framework, to ask and answer questions, choosing sources to show they know and understand key features of events. To develop an awareness of the past through finding out about changes in living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.		To use basic geographical vocabulary, in the context of coastal/seaside locations and Locations relevant to the children themselves. Use key words to describe different places and environments. To 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, in the context of coastal/seaside locations. Use a map to find seaside locations. use aerial photographs and to recognise landmarks and basic human and physical features
RE **Year 1**	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	Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? **Religion:** Christianity	Key Question: Was it always easy for Jesus to show friendship? **Religion:** Christianity	Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? **Religion:** Christianity	Key Question: Is Shabbat important to Jewish children? **Religion:** Judaism	Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? **Religion:** Judaism

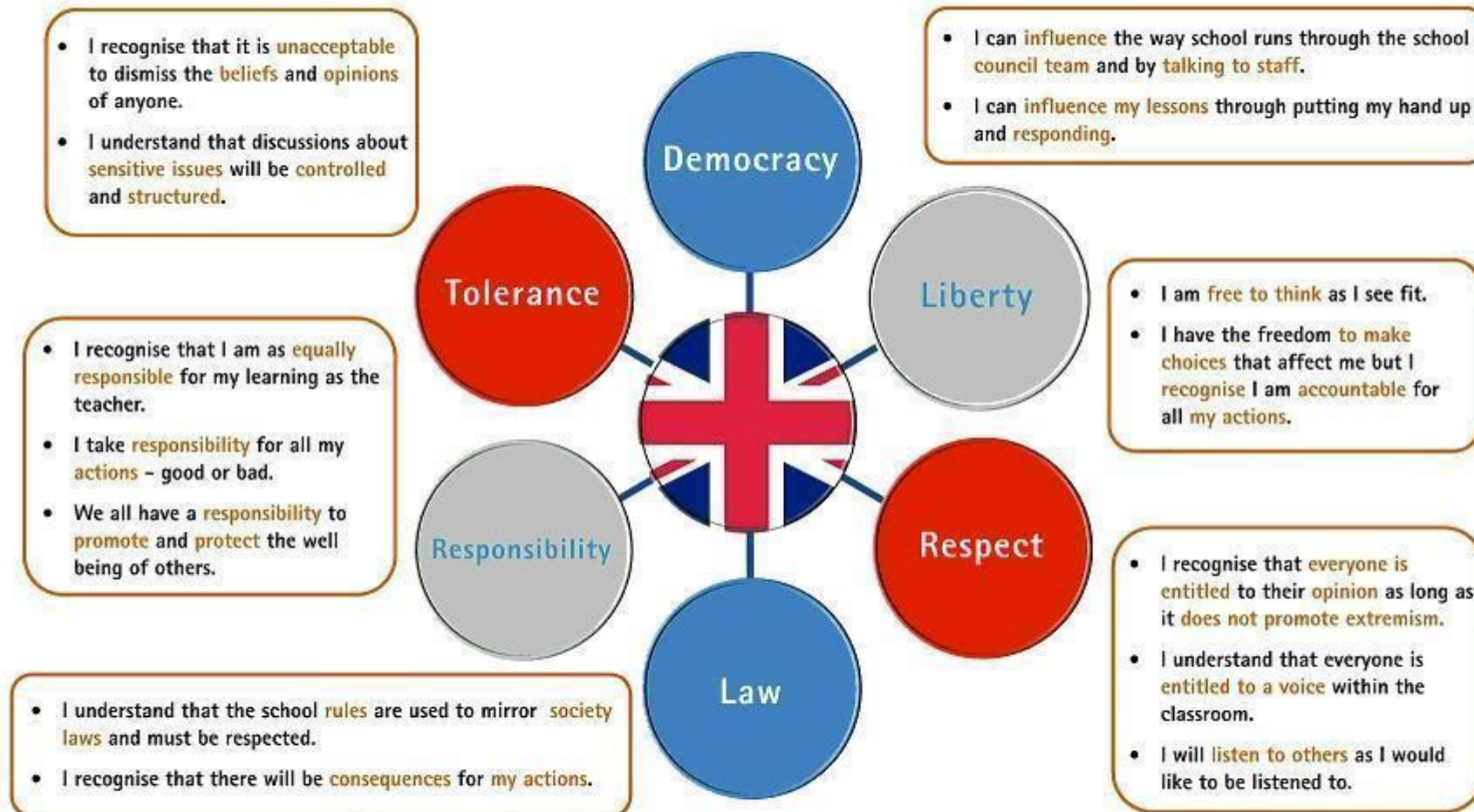|						
Year 2	Key Question: Is it possible to be kind to everyone all of the time? **Religion:** Christianity	Key Question: Why do Christians believe God gave Jesus to the world? **Religion:** Christianity	Key Question: How important is it for Jewish people to do what God asks them to do? **Religion:** Judaism	Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? **Religion:** Christianity	Key Question: Does going to a mosque give Muslims a sense of belonging **Religion:** Islam	Key Question: What is the best way for a Jew to show commitment to God? **Religion:** Judaism
ICT **Year 1**	Online Safety Grouping & Sorting	Pictograms - data being represented in picture form Lego Builders - following and creating instructions Maze Explorers - Understanding the functionality of basic directions and creating their own	Animated Story Books - Adding animation, sounds and backgrounds	Coding - building one and two step instructions to code. Develop skills of coding characters and backgrounds.	Spreadsheets-To understand simple spreadsheets and use the data presented.	Technology outside School - To identify examples of technology in the community.
ICT **Year 2**	Purple mash unit 2.1 Coding	Purple mash unit 2.2 online safety	Purple mash unit 2.3 Spreadsheets	Purple mash unit 2.4 questioning	Purple mash 2.5 effective searching 2.6 creating pictures - link to art	Purple mash unit 2.7 making music unit 2.8 presenting ideas
Music **Year 1**	Kapow - Keeping the pulse (Theme: My favourite things)	Kapow - Tempo (Snail and Mouse)	Kapow - Dynamics (Theme: Seaside)	Kapow - Sound patterns (Theme: Fairytales)	Kapow - Pitch (Theme: Superheroes)	Kapow - Musical symbols (Theme: Under the sea)
Music **Year 2**	Kapow- Call and response (Theme: Animals)	Kapow - Instruments (Theme: Musical storytelling)	Kapow - Singing (Theme: On this island):	Kapow - Contrasting dynamics (Theme: Space)	Kapow - Structure (Theme: Myths and legends)	Kapow - Pitch (Theme: Musical Me)
Art and Design **Year 1**	Painting and Mixed media Year 1 Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They		Drawing Year 1 - Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply	Sculpture and 3D Year 1 - Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to	Craft and design Year 1 Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña	

	create paintings inspired by Clarice Cliff and Jasper Johns.		their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.		
Art and Design **Year 2**	Painting and Mixed media Taking inspiration from the collage work of artist Romare Bearden, children to consolidate their knowledge of colour mixing and create textures in paint using different tools. Create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.		Drawing Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.	Sculpture and 3D Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	Craft and design Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	
DT		**Make christmas cookies** Design- design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make- select from and use a range of tools and				**Sewing puppets** Design purposeful, functional, appealing products for themselves and other users based on design criteria. -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate ICT -Select from and use a range of tools and equipment to perform practical tasks; cutting, shaping, joining and finishing. - select from and use a wide range of materials and

		equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] •select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics •evaluate their ideas and products against design criteria				components including construction, textiles and ingredients according to their characteristics -evaluate their ideas and products against design criteria.
PSHE **Year 1**	Roles of different people; families; feeling cared for Seeds of Happiness: Positive Relationship Seeds of Happiness: Your Elastic Plastic Brain	Recognising what makes them unique and special; feelings; managing when things go wrong Seeds of Happiness: The Superhero in You	How behaviour affects others; being polite and respectful Seeds of Happiness: Kindness	Using the internet and digital devices; communicating online Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety (incorporating Seeds of Happiness: Mindfulness) How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment Seeds of Happiness: Pulling it all together
PSHE **Year 2**	Making friends; feeling lonely and getting help Seeds of Happiness: Your Elastic Plastic Brain Seeds of Happiness: Positive Relationship Recognising privacy; staying safe; seeking permission	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Seeds of Happiness: Mindfulness	Recognising things in common and differences; playing and working cooperatively; sharing opinions Seeds of Happiness: Kindness Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	The internet in everyday life; online content and information What money is; needs and wants; looking after money	Growing older; naming body parts Safety in different environments; risk and safety at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in the community Moving year group Seeds of Happiness: The Superhero in You Seeds of Happiness: Pulling it all together

PE	Y1 & Y2 - games - cricket	Y1 - yoga	Y1 - KASO dance Shape and space unit	Y1 - KASO dance Pirates	Y1 - gymnastics Twinkl unit - traditional tales	Y1 - athletics Twinkl unit - multi skills:sports day
	To develop balance and coordination -when holding a cricket bat to hit a ball. -when hitting a ball back to a partner. -when doing different throwing actions - underarm and overarm - in the context of bowling and fielding -throwing a ball to hit the wicket stumps -when using bat and ball skills in a cricket game	To develop balance, agility and coordination through yoga: - by stretching up and forward bending -while on all fours. -by coming in and out of the dog pose. -by varying speed -by following and working with my peers	Pupils can respond to a given stimulus to create an original duet dance which links several different movements together smoothly. Pupils can perform movements at a variety of speeds. Pupils understand the difference between stillness (shapes) and movement (actions). Pupils should be able to describe others work using some dance keywords: speeds, levels, and contrast between shapes and actions	Pupils can use dance and movement skills to create a theatrical character Pupils can perform a whole class dance that demonstrates several physical dance skills such as timing, coordination and spatial awareness. Pupils understand the difference between a fight scene and a stylized slow motion battle, and how the latter can be more theatrical and effective for an audience. Pupils appreciate how their dance work has been underpinned by an overall theme, Pirates.	To develop balance, agility and co-ordination: -when performing a range of contrasting movements and balances. -when travelling in a variety of ways. -when jumping and rolling in a variety of ways. -when linking movements to create a sequence. -when working with a partner. -by linking movements to create a sequence.	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of: -sprinting in a race -competing in an egg and spoon race -competing in a sack race -throwing towards a target -travelling with a football around obstacles -competing in an obstacle race
		Y2 - gymnastics	Y2 - KASO dance Toy Shop	Y2 - KASO dance The Solar System	Y2 - yoga	Y2 - athletics Twinkl unit - animal olympics
		-floor movements/travelling - exploring different floor movements and travelling in space safely **-jumping -** exploring jumping from 2 feet to 2 feet(over skipping rope), 2 feet to 1 foot (hopscotch), 1 foot to 1 foot (through hoops), jumping off bench (with a shape jump), jumping off horse (with a good balance landing on 2 feet). **-balancing -** exploring balancing on different body parts, balancing whilst hopping, balancing bean bags on different body parts, balancing on bench whilst travelling along, maintaining balance when jumping off equipment	Pupils can respond to the stimulus of TOYS to create an original group dance which involves different dynamics. Pupils can perform as a soloist and later in a group of 3 or 4. Pupils begin to understand how to put together a narrative dance, using movement content and characterization.	Pupils can remember many of the key facts they have learnt about the Solar System through the dance work Pupils begin to understand how they can use contact work and interplay in their dance compositions. Pupils are beginning to use a greater range of dynamic qualities, including weight and flow in their dance work - in this context, to portray different planets, the sun, the astronauts, etc.	To develop balance, agility and coordination and relaxation strategies through yoga positions, working with a partner cooperatively and safely when required:: -mountain pose -crab pose -jellyfish pose -starfish pose -shark pose -childs poses -swan pose -triangle pose -lying butterfly pose -warrior poses -double dragon pose -seesaw pose -sailboat pose -double pretzel -tic tac toe pose -rag doll pose -namaste	To master basic movements including running, jumping, throwing and catching -in the context of the Olympic Values and Olympic-style events in throwing, running and jumping for distance activities.

		-**rolling** - exploring log roll, pencil roll, egg roll, teddy bear roll -**group sequences** - working in small groups, children to create a gymnastics sequence using a floor movement, jump, balance and roll to demonstrate to class -**consolidation/assessment**				
Trips/DT Project		Mop End - Enchanted woodland			Oxford Science Museum	

Core British Values

- I recognise that it is unacceptable to dismiss the beliefs and opinions of anyone.
- I understand that discussions about sensitive issues will be controlled and structured.

- I can influence the way school runs through the school council team and by talking to staff.
- I can influence my lessons through putting my hand up and responding.

Democracy

Tolerance

Liberty

- I am free to think as I see fit.
- I have the freedom to make choices that affect me but I recognise I am accountable for all my actions.

- I recognise that I am as equally responsible for my learning as the teacher.
- I take responsibility for all my actions – good or bad.
- We all have a responsibility to promote and protect the well being of others.

Responsibility

Respect

- I recognise that everyone is entitled to their opinion as long as it does not promote extremism.
- I understand that everyone is entitled to a voice within the classroom.
- I will listen to others as I would like to be listened to.

Law

- I understand that the school rules are used to mirror society laws and must be respected.
- I recognise that there will be consequences for my actions.

Social – Moral – Spiritual – Cultural