



Haddenham Community Infant School Termly Topics Overview

B 2019-20 2021-22	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	Yr 2 Transition: Non-fiction: Recount of Summer Yr 1 Transition: Non-Fiction: Letters, postcards, messages- Summer Fiction: Fantasy Harry Potter and the Philosopher's Stone Poetry: Macbeth by W. Shakespeare Magic Poems by John Foster and Korky Paul Senses poem	Fiction, Adventure Stories: Winnie the Witch Non-Fiction: Information Texts, Newspaper text on Guy Fawkes Non-Fiction: Letters to Santa and The Jolly Christmas Postman Stories to perform: Christmas nativity	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 Non- Fiction: persuasive writing Non- Fiction: Instructions	Non- Fiction: Information texts Fiction: Stories to perform Non- Fiction: discussion
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 Measurement: Length & Mass Number: Fractions Graphs Measurement: Time		Number: Place Value Number: Four Operations Measurement: Weight and Volume Number: Four Operations	
Science	Everyday Materials distinguish between an object and the material from which it is made	Cross curricular Science themes and DT Fairy garden	Identify that living things live in habitats to which they are suited and describe how	Identify and name a variety of common animals including fish, amphibians, reptiles,	Climate change and the environment. (Space and Sea)	

	<p>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>Making the Three Little Pigs house investigation</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>Making the Three Little Pigs house investigation</p>	<p>Design own enchanted animal</p>	<p>different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p> <p>Identify and name a variety of plants (coral reef) and animals in their habitats, including microhabitats</p>	<p>birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Living, dead or never alive?</p> <p>Classification</p> <p>Comparing and learning animal structures (features of animals)</p>	<p>i) notice that animals, including humans, have offspring which grow into adults</p> <p>ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>ii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</p> <p>Working Scientifically (KS1 WS)</p> <p>i) asking simple questions and recognising that they can be answered in different ways</p> <p>ii) observing closely, using simple equipment</p> <p>iii) performing simple tests</p> <p>iv) identifying and classifying</p> <p>v) using their observations and ideas to suggest answers to questions</p> <p>Butterflies + Chicks- life cycle, label features, looking after/caring for animals</p>	
Geography/History	<p>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</p>	<p>The lives of significant individuals; Guy Fawkes</p> <p>Events beyond living memory: Bonfire Night</p> <p>WW2</p> <p>Remembrance Day, speak to grandparents</p>	<p>Continents and Oceans (Where explorers travelled, Arctic, Antarctic and Australia)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify</p>	<p>The lives of significant individuals; Benz (cars), George Stephenson (trains), Wright Brothers (plane), William Morris</p> <p>Name, locate and identify characteristics of the four countries</p>	<p>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</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</p>

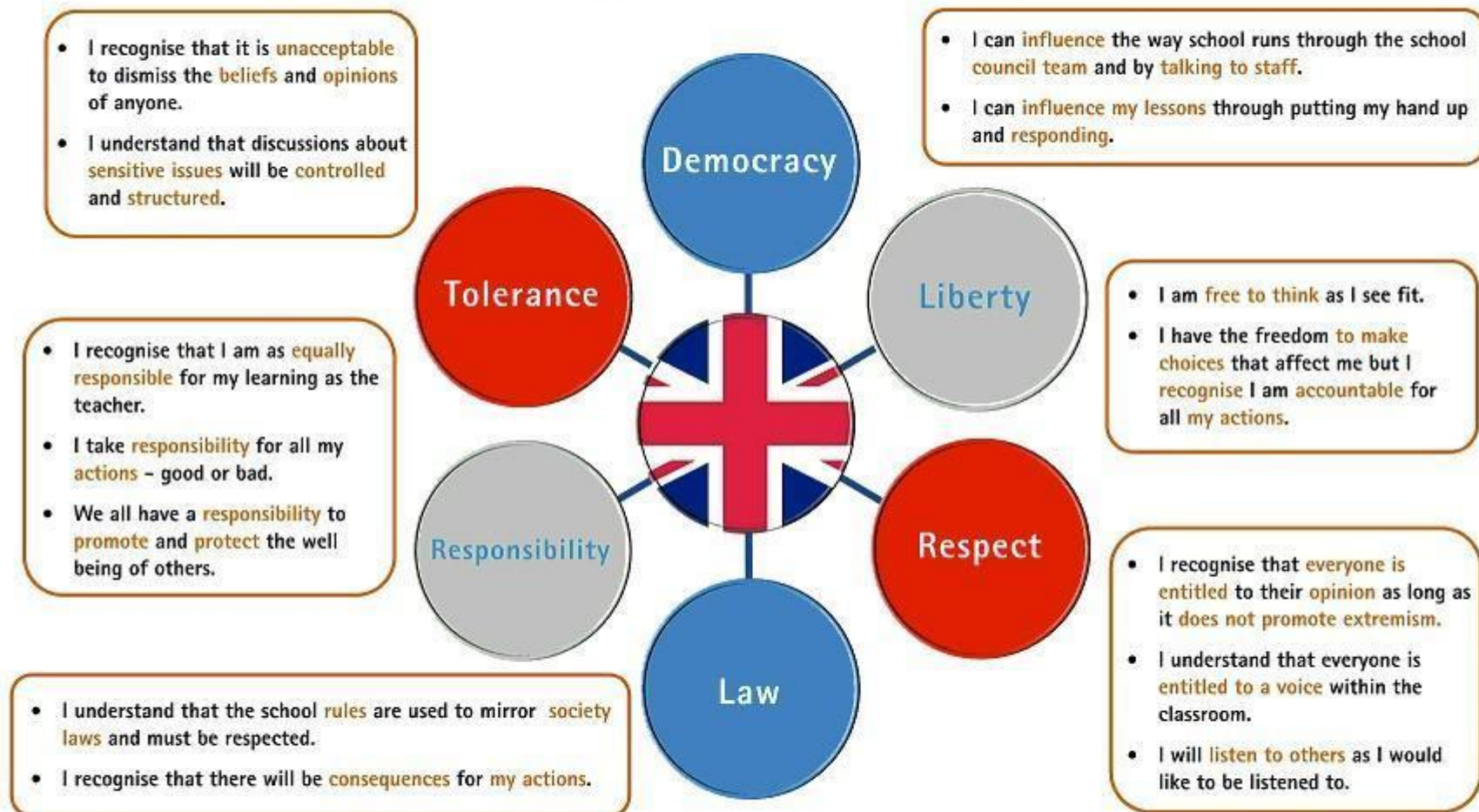
	<p>Use aerial photographs and plan perspectives to recognise landmarks</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p>Changes within living memory-Science link, RE How they have changed</p> <p>Black History Month Walter Tull, Rosa Parks, Nelson Mandela, Martin L King</p>	<p>the United Kingdom and its countries, as well as countries, continents and oceans</p> <p>Use simple compass directions (North, South, East, West) and locational/directional language to describe the features and routes on a map</p> <p>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)</p>	<p>and capital cities of the United Kingdom and its surrounding seas</p> <p>To develop an awareness of the past, through finding out about changes within living memory.</p> <p>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.</p> <p>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.</p>	<p>features and routes on a map</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>Events beyond living memory: Moon landing, Neil Armstrong, Katherine Johnson</p>	<p>Olympics: History of the Olympics, country it is being held,</p> <p>Coasts; seashores past and present, coastal vocabulary,</p> <p>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</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>Key Question: Is it possible to be kind to everyone all of the time?</p>	<p>Key Question: Why do Christians believe God gave Jesus to the world?</p>	<p>Key Question: How important is it for Jewish people to do</p>	<p>Key Question: How important is it to Christians that Jesus</p>	<p>Key Question: Does going to a mosque give</p>	<p>Key Question: What is the best way for a Jew</p>

Year 2	Religion: Christianity	Religion: Christianity	what God asks them to do? Religion: Judaism	came back to life after His crucifixion? Religion: Christianity	Muslims a sense of belonging Religion: Islam	to show commitment to God? Religion: Judaism
ICT	Y1 Online Safety Grouping & Sorting	Y1 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	Y1 Animated Story Books - Adding animation, sounds and backgrounds	Y1 Coding - building one and two step instructions to code. Develop skills of coding characters and backgrounds.	Y1 Spreadsheets-To understand simple spreadsheets and use the data presented.	Y1 Technology outside School -To identify examples of technology in the community.
	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 Y1 Y2	Instrumental- Harry Potter Fantasia	Christmas Songs Gospel- (Black History Month link)	Y1:Vivaldi Winter Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions- Aborigine	Y1: Orchestra	Y1: Folk Music	Y1: World Music
			Recorders Singing			
Art	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Transition lessons; Poonac Art and Ben Moseley 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. Transition lessons; Poonac Art and Ben Moseley	Make an enchanted house 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	To use a range of materials creatively to design and make products Didgeridoo, boomerang To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Pointillism, aboriginal symbols, To develop a wide range of art and design techniques in using colour, pattern, texture,	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Observational drawings- plants William Morris About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and	To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 Produce creative work, exploring their ideas	

	<p>To use a range of materials creatively to design and make products Sewing puppets</p>	<p>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- explore and evaluate a range of existing products •evaluate their ideas and products against design criteria</p> <p>To use a range of materials creatively to design and make products Outdoor learning link- fairy crown using natural materials</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: Black History Month Activities</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; Black History Month Activities</p>	<p>line, shape, form and space Northern Lights, Aboriginal art in sand, clay, pointillism, hot and cold colours, blending</p>	<p>disciplines, and making links to their own work. William Morris</p> <p>To use a range of materials creatively to design and make products Printing in the style of William Morris</p>	<p>and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design Butterfly (Austin's drawing) Creating a caterpillar habitat</p>	
<p>PSHE Y1</p>	<p>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)</p>	<p>Our Daily Routine (inc. personal hygiene) Keeping Clean Dental Families and Care</p>	<p>Gifts and talents (there has never been and never will be another them) Understanding jealousy What is bullying? Secrets and surprises</p>	<p>Values of coins and notes Needs and wants Looking after my money Understanding change</p>	<p>Staying healthy Medicines Who gives us medicines? Going to hospital</p>	<p>Cooperation in a group Living together (listening to people and play and work cooperatively - resolving arguments through negotiation) Outdoor safety Environment</p>

<p>Y2</p>	<p>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)</p>	<p>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</p>	<p>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.)</p>	<p>Keeping track of money Spend or save? Where money comes from Rights and responsibilities and how they change as we grow</p>	<p>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)</p>	<p>Community Gender and work Urban and rural environments World environments</p>
<p>Trips/DT Project</p>		<p>Black History Day</p>		<p>Multi-cultural Day</p>	<p>Forest School</p>	<p>Forest School</p>

Core British Values



 Social - Moral - Spiritual - Cultural 