



## Haddenham Community Infant School Termly Topics Overview

A	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	
<b>Literacy</b>  <b>Talk for writing model</b>	Year 2 Transition: Handwriting Non-fiction: Recount- Summer Holidays  Year 1 Transition: Non-Fiction: Letters, postcards, messages <b>-Summer Holidays</b>  Fiction: Adventure Stories- <b>Snail and the whale</b> Poetry: Classic poems- <b>The Owl and the Pussycat</b> Fiction: Familiar settings <b>Owl Babies</b>	Non-Fiction: Information Texts, Autobiography and Biography- <b>Follow the Moon and The fantastic undersea life of Jaques Cousteau</b> <b>Animal info texts</b> Year 2 Non-Fiction: Letters, postcards, messages- <b>Greenpeace</b> Fiction: Stories from other cultures <b>Handa's surprise and others</b> (DT link- understand where food comes from) Poetry: <b>Bonfire poems</b> <b>War poems</b> Performance: <b>Christmas Production</b>	Fiction: Stories by the same author; <b>Katie Morag</b> Non- Fiction: Information texts- <b>Katie in London, London info texts</b> Non-Fiction: Instructions- <b>Tudor House and Food instructions</b> (DT link- - select from and use a wide range of materials and components including construction, textiles and ingredients according to their characteristics)	Fiction: Fantasy- <b>Lost and found by Oliver Jeffers</b> Poetry: Poems on a theme- <b>All aboard the London bus</b> Non-Fiction: <b>Information texts- Florence Nightingale</b>	Fiction: Stories on a theme- <b>Jack and the Beanstalk, Jim and the Beanstalk</b> Non- Fiction: Discussion and persuasive writing- (Tin Forest- move to Year B on next cycle) <b>Earth Day and eco friendly</b> Non- Fiction: Instructions- Geography/ Maths link Directional Language and map work  Next time- Where the wild things are	Non- Fiction: Information texts <b>Plants and growing, Animals and their habitats</b> Fiction: <b>Winnie the Pooh</b>
<b>Maths</b>  <b>Push for Greater Depth</b>	Number: Place Value Number: Addition & Subtraction Geometry: Shape Measurement: Time Number: Multiplication &		Measurement: Money Number: Place Value Number: Multiplication & Division Fractions		Number: Place Value Number: Four Operations Measurement: Weight and Volume Number: Four Operations	

	Division	Measure: Length & Height Measurement: Length & Mass Number: Fractions Graphs Measurement: Time			
<b>Science</b>	<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>(DT link-use the basic principles of a healthy and varied diet to plan a dish)</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. (DT link- explore and evaluate a range of existing products)</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. (DT link- understand where food comes from)</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>

<b>Geography/History</b>	<p>Wildlife explorers Continents and Oceans <b>(Including science link where animals come from, seasonality and weather)</b></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 <b>Haddenham</b> and <b>literacy link- the locality of stories from cultures</b></p> <p>Significant historical events, people and places in their own locality. - <b>Our local area- Haddenham</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use basic symbols in a key <b>Haddenham</b></p>	<p>The lives of significant individuals; <b>Guy Fawkes</b> Events beyond living memory; <b>Bonfire Night, WW2, Remembrance Day</b>, speak to grandparents</p> <p>Changes within living memory-<b>Science link Humans, RE How they have changed</b></p> <p><b>Celebrate Black History Month- African Dance</b></p>	<p>Rivers and Coasts Map work- <b>London</b></p> <p>Events beyond living memory; <b>Great Fire of London</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom - <b>Weather forecast, Seasonal science links</b> 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- <b>London</b></p> <p>Continents and Oceans <b>UK</b></p>	<p>The lives of significant individuals; <b>Florence Nightingale</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the <b>United Kingdom</b> and its surrounding seas</p> <p><b>Fairtrade</b></p>	<p><b>Simple compass directions</b> (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 <b>(Literacy link- Winnie the Pooh) Orienteering pack</b></p> <p>Use simple fieldwork and observational skills to <b>study the geography of their school and its grounds</b> and the key human and physical features of its surrounding environment. <b>(Literacy link- Winnie the Pooh) Orienteering pack</b></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 <b>(Literacy link- Winnie the Pooh) Orienteering pack</b></p> <p>(Teach this because of gentle transition not time- Wildlife explorers Continents and Oceans <b>(Including science link where animals come from, seasonality and weather)</b></p>
<b>RE</b>	Key Question: Does God want Christians to look after the world? (include the Muslim story - The Tiny Ants, to make comparisons with Christianity) <b>Religion:</b> Christianity, Islam	Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? <b>Religion:</b> Christianity	Key Question: Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity	Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity	Key Question: Is Shabbat important to Jewish children? <b>Religion:</b> Judaism	Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? <b>Religion:</b> Judaism
<b>Year 1</b>						
<b>Year 2</b>	Key Question: Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity	Key Question: Why do Christians believe God gave Jesus to the world? <b>Religion:</b> Christianity	Key Question: How important is it for Jewish people to do what God asks them to do? <b>Religion:</b> Judaism	Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? <b>Religion:</b> Christianity	Key Question: Does going to a mosque give Muslims a sense of belonging <b>Religion:</b> Islam	Key Question: What is the best way for a Jew to show commitment to God? <b>Religion:</b> Judaism

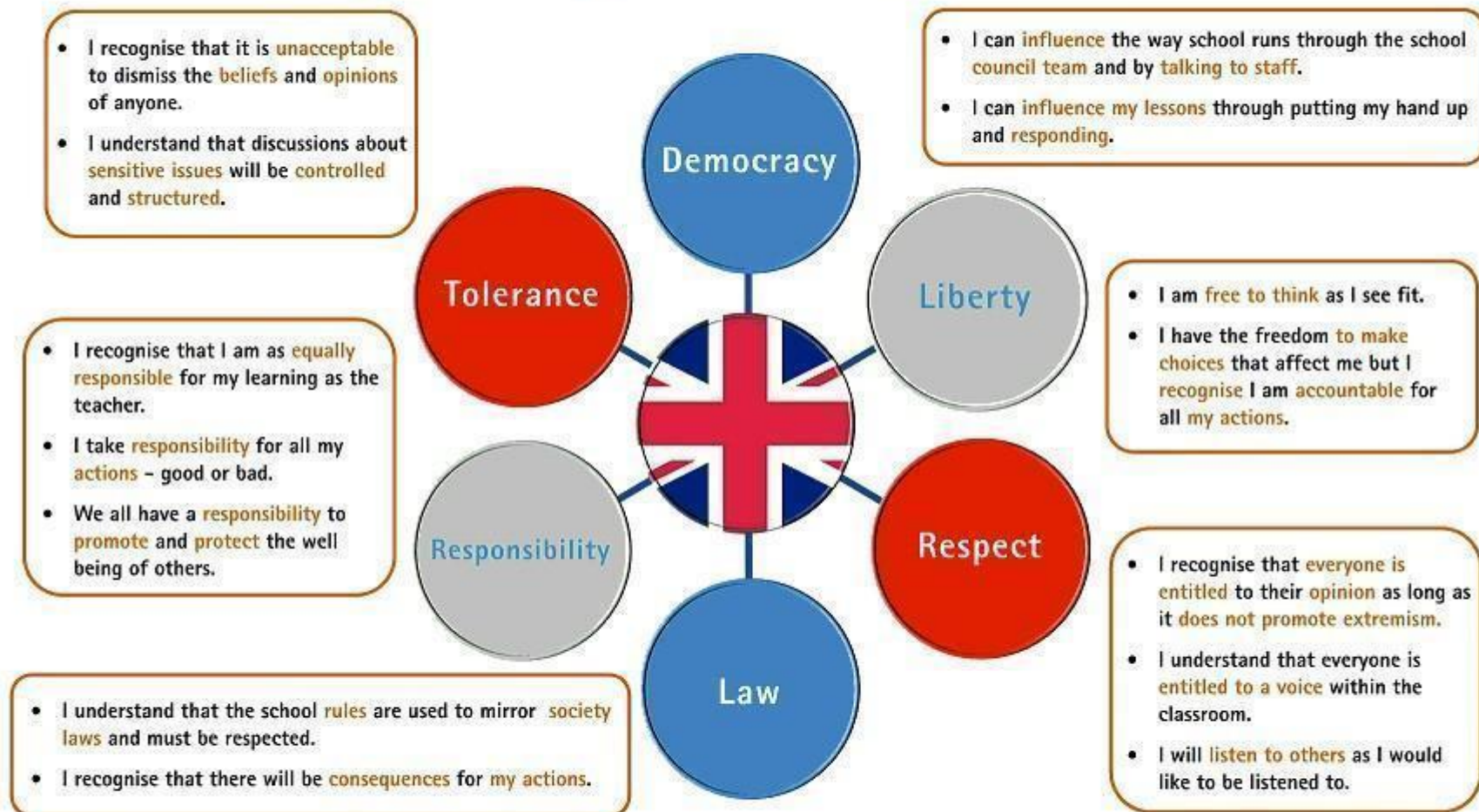
<b>ICT</b>	Y1 Taking digital photos Online Safety Grouping & Sorting	Y1 Pictograms - data being represented in picture form Lego Builders - following and creating instructions Maze Explorers - Understanding the functionality of basic directions and creating their own	Y1 Animated Story Books - Adding 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
<b>Music</b>	Y1: Kapow - Keeping the pulse (Theme: My favourite things)	Y1: Kapow - Tempo (Snail and Mouse)	Y1: Kapow - Dynamics (Theme: Seaside)	Y1: Kapow - Sound patterns (Theme: Fairytales)	Y1: Kapow - Pitch (Theme: Superheroes)	Y1: Kapow - Musical symbols (Theme: Under the sea)
	Y2: Kapow- Call and response (Theme: Animals)	Y2: Kapow - Instruments (Theme: Musical storytelling)	Y2: Singing (Theme: On this island): Kapow	Y2: Kapow - Contrasting dynamics (Theme: Space)	Y2: Kapow - Structure (Theme: Myths and legends)	Y2: Kapow - Pitch (Theme: Musical Me)
<b>Art and DT</b>	Painting and Mixed media  Year 1 Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.  Year 2	To use a range of materials creatively to design and make products- Design purposeful, functional, appealing products for themselves and other users based on design criteria. <b>Christmas decorations for Bazaar</b>  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To use a range of materials creatively to design and make products - -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.	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 their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.  Year 2 - Using storybook illustration as a stimulus, children	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 make their own sculpture inspired by the 'Tree of life'	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  Year 2 Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They

	<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They 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.</p>	<p><b>-Christmas cards</b></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <b>-Bonfire Night</b></p>	<p><b>- select from and use a wide range of materials and components including construction, textiles and ingredients according to their characteristics</b></p> <p><b>-evaluate their ideas and products against design criteria.</b></p> <p><b>Tudor houses,</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - <b>Tudor houses, The Seasons and Weather,</b></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, <b>-Drawing maps of London</b></p>	<p>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.</p>	<p>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.</p> <p>Year 2</p> <p>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.</p>	<p>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.</p>
<b>PSHE Y1</b>	<p>Who am I? (Uniqueness and what we have in common)</p> <p>Keeping safe in school (people's bodies and feelings can be hurt, inc online safety).</p> <p>Being a good friend</p> <p>Identifying feelings (a vocabulary to describe their feelings to others)</p>	<p>Our Daily Routine (inc. personal hygiene)</p> <p>Keeping Clean Dental Families and Care</p>	<p>Gifts and talents (there has never been and never will be another them)</p> <p>Understanding jealousy</p> <p>What is bullying?</p> <p>Secrets and surprises</p>	<p>Values of coins and notes</p> <p>Needs and wants</p> <p>Looking after my money</p> <p>Understanding change</p>	<p>Staying healthy (DT link-use the basic principles of a healthy and varied diet to plan a and prepare dishes)</p> <p>Medicines</p> <p>Who gives us medicines?</p> <p>Going to hospital</p>	<p>Cooperation in a group</p> <p>Living together (listening to people and play and work cooperatively - resolving arguments through negotiation)</p> <p>Outdoor safety</p> <p>Environment</p>

<b>Y2</b>	Making friends; feeling lonely and getting help Recognising privacy; staying safe; seeking permission	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help (DT link-use the basic principles of a healthy and varied diet to plan a dish)	Recognising things in common and differences; playing and working cooperatively; sharing opinions 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; moving year group 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
<b>Trips and visitors</b>		Local area walk / Tiggywinkles	Great fire of london workshop	Claydon House		



# Core British Values



 Social – Moral – Spiritual – Cultural 