Autumn Term 2021

Ryelands Primary and Nursery School

	Autumn 1 – 8 Weeks (7 weeks)							Autumn 2 – 7 Weeks (6 weeks and 4 days)						
Weeks	**1**	**2**	**3**	**4**	**5 HISTORY WEEK**	**6**	**7**	**1 (4 days)**	**2**	**3**	**4**	**5**	**6**	**7**
Theme	**Lost in the Toy Museum**							**Animal Magic**						
English Links	**Lists, Labels and Captions** Label objects around the classroom to introduce children to the features of their new classroom.		**Poetry – Using the Senses** Perform the poem to other children		**Stories with a familiar setting - 'Lost in the Toy Museum'.** Oral storytelling to be shared with the Reception classes.			Instructions and information texts. • an information text about animals for the school library. • Writing an instruction leaflet on keeping healthy and how to wash your hands to be displayed in the toilets in school.				**After the Storm – Percy the Park Keeper.** • Create an informative poster about different animals for a zoo.		
Maths Links	Counting – counting teddies/toys Measures- Teddy bears picnic – recipes, measuring the ingredients Time- how long ago? The language of time Continuous Provision – ordering numbers, matching numerals and words, finding numbers in different contexts Sorting old toys using a Venn Diagram							Comparison of quantities and part whole relationships				**Numbers 0-5**		
Science Links/ Investigation	**Bunting's Coat - Testing materials for a waterproof coat** • *Suggest what might happen and perform simple tests.* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria* Investigate a range of different materials to find a suitable material to keep Bunting dry – focusing upon waterproof materials. **Science Links** • compare and describe the differences in their own features and recognise that humans have many similarities • say which part of the body is associated with each sense **Materials** • distinguish between an object and the material and the material from which is it made from • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock • *Explore using senses and record findings in simple ways* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria*							**After the Storm – Percy the Park Keeper.** • *Suggest what might happen and perform simple tests.* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria* Investigate the suitability of a range of materials to create a strong, secure house for Percy's animal friends. Investigate which material is the strongest Science Links Humans and other animals-identify, name basic body parts. Identify and compare common animals. • Identify, name, draw and label the basic parts of the human body • recognise that humans are animals • compare and describe the differences in their own features • naming a variety of common animals, including fish, reptiles, birds and mammals • identify the difference between carnivores, herbivores and omnivores • grouping and sorting animals based on different criteria • recognise that animals need to be treated with sensitivity and care to keep them alive and healthy • *Explore using senses and record findings in simple ways* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria* • *Collect evidence to try to answer a question*						

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RE	**Hinduism**		**Christianity (Jesus)**	
PHSE	**Classroom Rules**		Keeping Healthy/Empathy	
Music	Hey You! Old School Hip Hop		Nativity play	
Computing	**Digital Skills - Ipad**		• Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	
D.T.	Toys • explore ways to construct models • generate and talk about their ideas • follow safe procedures • take account of simple properties of materials when deciding how to cut, shape, combine and join them • Use tools and materials with help • evaluate their design		• explore ways to construct models • generate and talk about their ideas • follow safe procedures • take account of simple properties of materials when deciding how to cut, shape, combine and join them • use tools and materials with help • evaluate their design	
Art & Design	• extend the variety of drawing tools • observe and draw shapes from observation • investigate textures • create and use textured paper for an image		• observational drawing of animals and comparing differences and similarities • explore the use of line, shape and colour	
Values	**School Rules**		**Honesty**	
P.E.	**Supertato – Lancashire PE Scheme**			

Spring Term 2022

	Spring 1- 6 Weeks (5 weeks and 4 days)							Spring 2 – 6 Weeks (5 Weeks and 4 days)				
Weeks	**1 (4 days)**	**2**	**3**	**4**	**5**	**6**		**1 (4 Days)**	**2**	**3**	**4**	**5**

Theme	**'Once Upon a Time'** – Fairy Tales and Traditional Stories *The Three Little Pigs* *Goldilocks* *Cinderella*		**'I Spy'** Geography • to identify 4 countries of the UK and the capital cities of the UK • use four compass directions and simple vocabulary • locate the 4 countries of the UK and to use atlases to find different towns and cities in the UK • identify places which are near and far to Lancaster • to make a simple map with a key from school to the library • *explore and discover the interesting features of the local environment* • *express their own views about features of the environment* • *communicate in different ways using simple geographical information and vocabulary* • *use simple field work skills* • *use globes, maps and plans* • *make simple plans* Visit Lancaster Maritime Museum to research the history of the local area • use different sources of information to find out about the past • find out about the lives of significant people and events from the past and present

English Links	**'Once Upon a Time'** – Fairy Tales and Traditional Stories *The Three Little Pigs* *Goldilocks* *Cinderella*		Recount and dictionaries- fact and fiction. **Audience and Purpose:** • Create an informative leaflet for other classes about our local area from our visit to the museum • Write a recount about our visit to the maritime museum

Maths Links	**Recognise, compose, decompose and manipulate 2D and 3D shapes (2 weeks)**	**Numbers 0-10 (2 weeks)** **Additive structures (2 weeks)**	**Additive structures (2 weeks)**	**Addition and subtraction facts within 10 (3 weeks)**

Science Links/ Investigation	Science **Forces and Motion Investigation: ~Friction~** • perform simple comparative tests • use different types of scientific enquiry • experience with a wide variety of things • observe using non-standard units of measurement • present their findings in a range of ways using templates • describe what they have seen **Materials – reversible and irreversible changes.** **Cooking porridge – Goldilocks.** - present their findings in a range of ways using templates - describe what they have seen - perform simple comparative tests - use simple scientific language in their recording - begin to use simple scientific language to describe what they have found out - listen to the suggestions of others • *Suggest what might happen and perform simple tests* • *Collect evidence to try to answer a question* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria*	**Forces and Motion Investigation: ~Friction~ How far does the car travel on different surfaces?** - perform simple comparative tests - use different types of scientific enquiry - experience with a wide variety of things - observe using non-standard units of measurement - present their findings in a range of ways using templates - describe what they have seen • *Suggest what might happen and perform simple tests* • *Collect evidence to try to answer a question* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria*

RE	**Islam**	**Christianity (God)**

PHSE	**Bullying- The ugly duckling.**	Caring for the Environment/Unity

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Music	In the Groove Blues, Latin, Folk, Funk, Baroque, Bhangra Composing music to illustrate a traditional tale		Rhythm in the Way We Walk and Banana rap Reggae, Hip Hop Making music in the environment
Computing	• retrieve and save an image from the Internet • identify common uses of information technology beyond school • use strategies to stay safe when using ICT and the internet • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*		• program 'Beebot' to follow routes • give instructions to make things happen using programmable devices • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*
D.T	• **Fairy Tale Puppets-** recognise how structures can be made stronger, stiffer and more stable • *explore ways to construct models* • *generate and talk about their ideas* • *follow safe procedures* • *take account of simple properties of materials when deciding how to cut, shape, combine and join them* • *use tools and materials with help* • *evaluate their design*		
Art & Design	• *collage, colour mixing, tone and shading* • *mixing colours to create different designs* • *using a range of media to create collages and using a variety of cutting and sticking skills*		• *extend the variety of drawing tools* • *observe and draw shapes from observation* • *investigate textures* • *use materials to make known objects for a purpose*
French			
Values	Love		Courage
PE			

Summer Term 2022

	Summer 1 – 6 Weeks (5 weeks and 3 days)								Summer 2 – 7 Weeks (6 weeks and 4 days)						
Weeks	**1** **(4 Days)**	**2**	**3** **(4 Days)**	**4**	**5**	**6**	**7**		**1**	**2**	**3**	**4**	**5**	**6**	**(4**

Theme	**Muddy Boots'** Planting and growing. • identify seasonal / daily weather patterns in the UK • Recognise different types of weather and climate • Communicate in different ways using simple geographical information and vocabulary • Explore and discover where different foods come from		**'At the End of the Pier'** Seaside holidays- Morecambe then and now. **Geography** • Identifying the differences between the human and physical features at the seaside • Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world • *Explore and discover the interesting features of the local environment* • *Recognise and observe main human and physical features* • *Express their own views about features of the environment* • *Communicate in different ways using simple geographical information and vocabulary* • *Use simple field work skills* **History** • Looking at and comparing the differences between seaside holidays now and in the past, mainly focussing on the Victorian era • Events beyond living memory – looking at events in the Victorian era • Comparing the clothes worn now when at the seaside and clothes worn in the past and how they have changed, looking at the materials used • Focussing upon the activities undertaken at the seaside now and in the past • Recognising the distinction between past and present. • Identifying some similarities and differences between their own present and aspects of the past. • Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). • To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. • Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. • Use simple stories and other sources to show that they know and understand key features of events. • Understand and use simple historical concepts such as now/then and same/different. • To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). • Understand historical concepts and use them to make simple connections and draw contrasts. • Use sources to answer simple questions about the past. • Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. • *Use different sources of information to find out about the past* • *Find out about the lives of significant people and events from the past and present* • *Using episodes from stories about the past, identify the difference between past and present* • *Use common words and phrases related to the passing of time*		
English Links	*Information texts.* **Audience and Purpose:** • Chn to create information books to be made available to the school library.	**Poems on a theme** - Weather	Fantasy stories/ Stories with predictable and pattered language **Audience and Purpose:** • Write a story based on The Night Pirates for a class in school • create a stop-frame animated film about a pirate using their own pirate stories as stimulus, which can then be shown to the film clubs in school/school website • write a fantasy story to be shared with other classes/Mrs Pye • Billy's Bucket – predicable and patterned language		
Maths Links	**Numbers 0-20**	**Unitising and Coin Recognition**	**Unitising and Coin Recognition**	**Position and Direction**	Time

Science Links/ Investigation	**Biology-** identifying basic plants. • observing closely, perhaps using magnifying glasses. • comparing and contrasting familiar plants. • describing how they were able to identify and group them, and • drawing diagrams showing the parts of different plants including trees. • keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. • comparing and contrasting what they have found out about different plants. • *suggest what might happen and perform simple tests* • *explore using senses and record findings in simple ways* • *collect evidence to try to answer a question* • *make simple comparisons through observation* • *identify and classify based on simple criteria* **Physics** - Observe weather associated with changes of season • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies **Growing a Cress Seed Investigation.** Plant seeds in 4 different environments to see which environments allow the seed to germinate and grow. present their findings in a range of ways using templates - describe what they have seen - perform simple comparative tests - use simple scientific language in their recording - begin to use simple scientific language to describe what they have found out - listen to the suggestions of others - keep records of changes over a period of time • *Suggest what might happen and perform simple tests* • *Explore using senses and record findings in simple ways* • *Collect evidence to try to answer a question* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria*		**Which melts the fastest? – Ice Cream Dream** Using a range of different liquids, chn to test which melts the quickest – milk, juice, water and coke. - describe what they have seen - perform simple comparative tests - use simple scientific language in their recording - begin to use simple scientific language to describe what they have found out - listen to the suggestions of others - keep records of changes over a period of time • *Suggest what might happen and perform simple tests* • *Explore using senses and record findings in simple ways* • *Collect evidence to try to answer a question* • *Make simple comparisons through observation* • *Identify and classify based on simple criteria*
RE	Sikhism		Church
PHSE	Acceptance		Honesty
Music	Round and Round Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion		Reflect, Rewind and Replay Western Classical music and your choice from Year 1
Computing	• Write a document in Word • use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content • try alternatives using a range of tools and techniques to alter text, images and sounds • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*		• Write a document in Word • use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content • try alternatives using a range of tools and techniques to alter text, images and sounds • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*
D.T			• Design and make a beach buggy using axels and wheels • *explore ways to construct models* • *generate and talk about their ideas* • *follow safe procedures* • *take account of simple properties of materials when deciding how to cut, shape, combine and join them* • *use tools and materials with help* • *evaluate their design*

Art & Design	• Looking at artist who paint plants- Van Gough, Georgia O'Keefe, Matisse, Janet Bolton (textile artist) • *using a range of materials and techniques* • *develop techniques of colour and texture* • *match and sort fabrics for colour and texture* • *apply fabric shapes with glue or stitching* • *create and use textured paper for an image* • *name different types of paint and their properties* • *use a variety of tools and techniques* • *Extend the variety of drawing tools* • *Observe and draw shapes from observation* • *study and evaluate the work of well-known artists, crafts people and designers*		**Art** • *extend the variety of drawing tools* • *observe and draw shapes from observation*	
French				
Values	**Resilience**		**Cooperation**	
P.E.				