



Haddenham Community Infant School Termly Topics Overview

| B | 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 (DT link- - select from and use a wide range of materials and components including construction, textiles and ingredients according to their characteristics) (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 |
| Maths | 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 | |

| Push for Greater Depth | | | Measurement: Length & Mass Number: Fractions Graphs Measurement: Time | | | |
|--------------------------|--|--|---|--|--|---|
| Science | <p>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>Making the Three Little Pigs house investigation 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 (DT link- build structures, exploring how they can be made stronger, stiffer and more stable)</p> | <p>Cross curricular Science themes and DT Fairy garden Design own enchanted animal</p> | <p>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</p> | <p>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>Living, dead or never alive? Classification Comparing and learning animal structures (features of animals)</p> | <p>Climate change and the environment. (Space and Sea)</p> <p>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)</p> <p>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</p> | |
| Geography/History | Simple compass directions (North, South, East and West) and locational and directional | The lives of significant individuals; Guy Fawkes | Continents and Oceans | The lives of significant individuals; Benz (cars), George Stephenson | Simple compass directions (North, South, East and West) and | Use aerial photographs and plan perspectives to recognise landmarks |

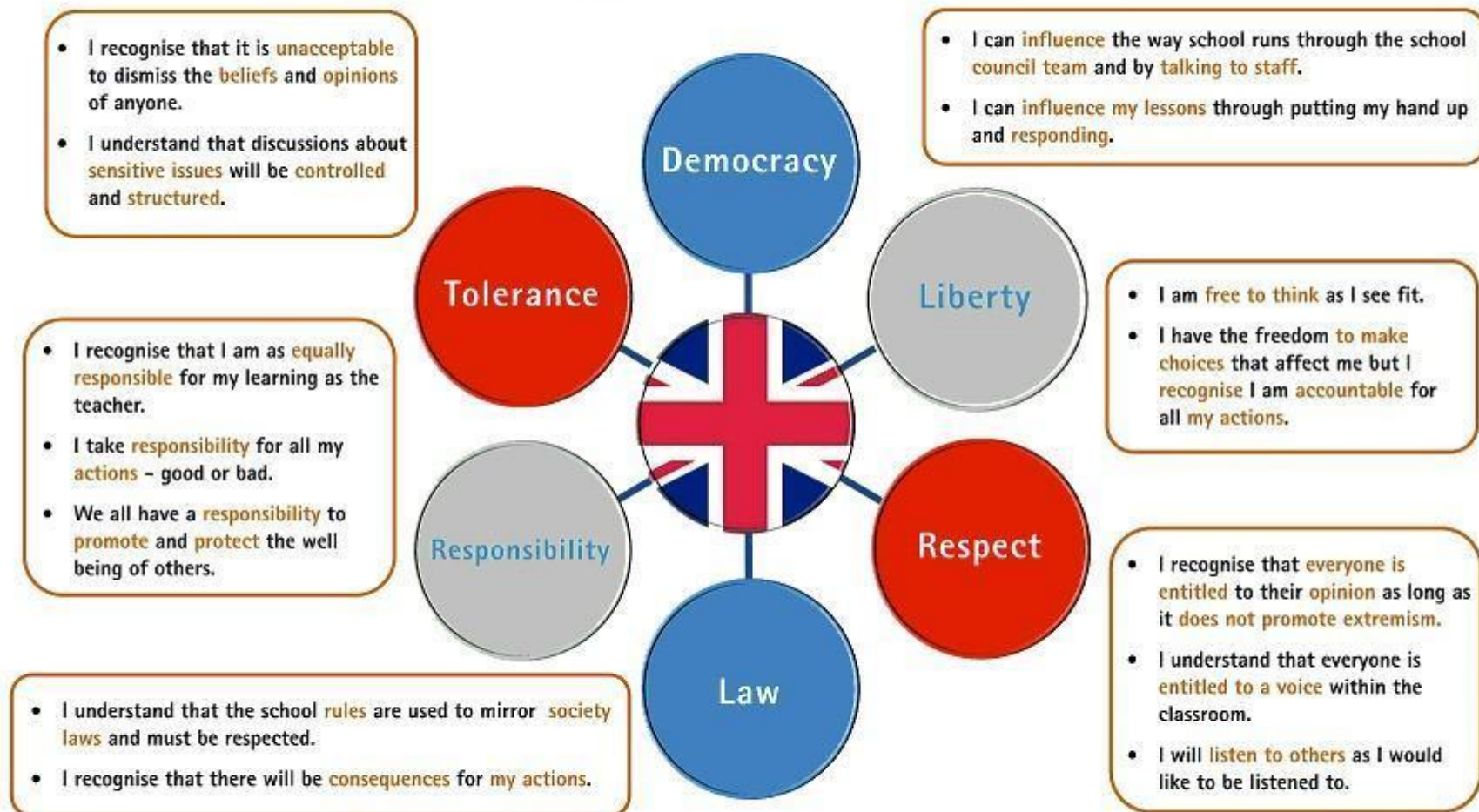
| | | | | | | |
|---------------------------------------|---|---|--|---|---|---|
| | <p>language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> | <p>Events beyond living memory: Bonfire Night WW2 Remembrance Day, speak to grandparents</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>(Where explorers travelled, Arctic, Antarctic and Australia) Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify 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)</p> <p>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>(trains), Wright Brothers (plane), William Morris</p> <p>Name, locate and identify characteristics of the four countries 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>(KAPOW L1)</p> | <p>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>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>and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</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.</p> <p>Use key words to describe different places and environments.</p> <p>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.</p> <p>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?</p> | <p>Key Question: What gifts might Christians In my town have given Jesus if he had</p> | <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p> | <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> | <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p> | <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> |

| | | | | | | |
|--|--|---|--|--|--|---|
| Year 2 | (include the Muslim story -The Tiny Ants, to make comparisons with Christianity) Religion: Christianity, Islam | been born here rather than in Bethlehem? Religion: Christianity | | Religion: Christianity | | Religion: Judaism |
| | 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 | 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 Pitch and tempo Fantasia | Christmas Songs Gospel- (Black History Month link) | Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions- Aborigine | Y1: Orchestra KAPOW Year 2 (Myths and Legends) Lesson 1 George and the Dragon | KAPOW Year 1- Musical vocabulary theme under the sea. KAPOW Year 1 vocal and body sounds- by the sea KAPOW Year 2 Dynamics, timbre, tempo and motifs- theme space | Y1: World Music KAPOW Year 2 (Myths and Legends Unit lesson 2-5) KAPOW Year 3 India theme Lesson 1 KAPOW Year 4 Haiku, music and performance |
| | | | Recorders and Singing | Recorders and Singing | | |
| Art and DT | 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 | 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, | 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, | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | 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 | |

| | | | | | | |
|--|--|--|---|--|--|--|
| | <p>designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Transition lessons; Poonac Art and Ben Moseley</p> <p>To use a range of materials creatively to design and make products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate ICT</p> <p>-Select from and use a range of tools and equipment to perform practical tasks: cutting, shaping, joining and finishing.</p> <p>- select from and use a wide range of materials and components including construction, textiles and ingredients according to their characteristics</p> <p>-evaluate their ideas and products against design criteria.</p> <p>Sewing puppets</p> | <p>templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>·select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate- explore and evaluate a range of existing products</p> <p>·evaluate their ideas and products against design criteria</p> <p>To use a range of materials creatively to design and make products</p> <p>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:</p> <p>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>experiences and imagination</p> <p>Pointillism, aboriginal symbols,</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Northern Lights, Aboriginal art in sand, clay, pointillism, hot and cold colours, blending</p> | <p>Observational drawings- plants William Morris</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>William Morris</p> <p>To use a range of materials creatively to design and make products</p> <p>Printing in the style of William Morris</p> | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Butterfly (Austins drawing)</p> <p>Creating a caterpillar habitat</p> | |
|--|--|--|---|--|--|--|

| | | | | | | | |
|------------------|----|---|---|--|---|--|--|
| 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/DT Project | | | Black History Day | | Multi-cultural Day | Forest School | Forest School |

Core British Values



 Social – Moral – Spiritual – Cultural 