

Y R	Ourselves and our families. Light and Dark Space Christmas and Winter traditions	Winter, snow, ice and Dark Nights. Food and Cooking. Dragons. Dinosaurs Spring into Spring	Recycling Animal Life cycles Growing plants Transport and Travel
Key Skills	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Activities + Evidence</p>	<p><u>Geography</u> Where do you live? Identify on Digimaps. What is your address? Draw a map of your route to school. Go for a walk around Stanion (look at maps of Stanion). What do we wear in Autumn? Look at planet earth, identify land and sea. Compare where we live to our link school in Africa. <u>History</u> Daily calendar (days of the week, months of the year) Identify the seasons and their changes Daily visual timetable Time line of events to be added to throughout the year. What do we wear in Autumn?</p>	<p><u>Geography</u> What do we wear in Winter? What is the weather like? Draw maps to show the route Little Red Riding Hood/Hansel and Gretel took. What do we wear in Spring? What is the weather like? <u>History</u> Daily calendar (days of the week, months of the year) Identify the seasons and their changes Daily visual timetable Time line of events to be added to throughout the year. What do we wear in Winter? What do we wear in Spring?</p>	<p><u>Geography</u> Draw maps of our outside area/wildlife area. Look at Digimaps to identify school features. Make 'maps' in the tough tray. Use Beebots to follow directions. Make maps for them to follow. Go for a walk around Stanion (look at maps of Stanion). Follow directions. What do we wear in Summer? What is the weather like? <u>History</u> Daily calendar (days of the week, months of the year) Identify the seasons and their changes Daily visual timetable Time line of events to be added to throughout the year. Identify changes over time. Sequence life cycles. What so we wear in Summer?</p>
<p>Stanion Super Powers</p>	<p>Possibilities Parker – Understand what is new to the local area and in their own time line. What are changes and are they a good thing? Engagement Eric – Ask questions and be a critical thinker. Question information and evaluate sources. Collect and compare information. Community Cam – Show empathy for others. Understand what makes and what changes a community. Tolerance for others and explore diversity. Find out what different communities are like and how they are impacted by environment. Where did we come from and why? Independent India – Make judgements, opinions and choose tasks for themselves. Mindful Mo – Talk about their lives and who they are.</p>		
<p>Key Vocabulary</p>	<p>Season, community, family, home, household, traditional, modern, school, day, night, weather and weather words, temperature and words that describe temperature, Map, plant, new, old, young, younger, youngest, older, oldest, before, after, timeline, artefact, church, change, now, then, yesterday, last week, First, calendar, next, finally, long ago. Local,</p>		
<p>Cross Curricular Links</p>	<p>All texts used for literacy will be linked to the current topic. All creative activities will be linked to the topic eg self portraits, models of our homes</p>	<p>All texts used for literacy will be linked to the current topic. All creative activities will be linked to the topic eg cooking, making model dinosaurs</p>	<p>All texts used for literacy will be linked to the current topic. All creative activities will be linked to the topic eg junk models, observational drawings of flowers and plants</p>