



	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Aspirations Condition</b>	<b>Belonging / Confidence to take Action</b>	<b>Leadership and Responsibility</b>	<b>Curiosity and Creativity</b>	<b>Heroes</b>	<b>Spirit of Adventure</b>	<b>Fun and Excitement</b>
<b>School Thread:</b>	As geographers,	As historians,	As scientists,	As designers,	As philosophers,	As environmentalists,
<b>Driving Question(s)</b>	<p><b>Driving question:</b> What makes a Happytown?</p> <p>Title: Happytown</p>	<p><b>Driving question:</b> Can we prove which dinosaur is the greatest, of all?</p> <p>Title: Dinosaurs</p>	<p><b>Driving question:</b> How would we get the alien back home?</p> <p>Title: Space Space tortoise Darkest dark</p>	<p><b>Driving question:</b> How can you 'spot' a hero?</p> <p>Title: Our Heroes</p>	<p><b>Driving question:</b> If you had to teach a pirate to get home, how could you?</p> <p>Title: Pirates</p>	<p><b>Driving question:</b> Where in our world, is the best place for animals to sleep?</p> <p>Title: Animals</p>
<b>Outcomes</b>	Create something that shows you live in a Happytown. EAD, UTW	Children to use communication and language to form a powerful debate. C&L	Rocket design to get the alien from Banbury back home in space. EAD, L, UTW	To design a story hero, for a class story. (Developing oracy skills.) EAD and C&L	To know the difference between right and wrong choices.....(pirates stealing treasure etc) PSED skills	Teams to create a home with a purpose. EAD, PD
<b>21st Century skills</b>	<p>Basic manners Sharing tolerance and patience Washing hands Cross cultural - 1&amp;2</p> <p>Communication (social intelligence): The ability to connect to others effectively, to sense and stimulate reactions and interactions. 1. I can communicate my own thoughts and feelings clearly. 2. I can listen to others and recognise how they are feeling. Productivity and accountability: 2. I can contribute to a final product</p>	<p>Managing feelings Communication- 3 Entrepreneurialism 1 Transdisciplinary -</p>	<p>Aspirations and goals. Creative thinking -1 &amp;2</p>	<p>Media - research - 1-4 Cognitive load</p>	<p>Making decisions and choice. How to stay safe. Balanced diet Productivity</p>	<p>Respect and protect the environment Self-reflection Collaboration Resilience Sense making- 2</p>

	and ensure it is delivered to the  required standard and shared with the rest of the team.					
<b>Real life skills</b>	Run around in the rain Nursery rhymes.	Make a trail with sticks Get to know a tree. Write and post a letter. Nursery rhymes.	Nursery rhymes.	Learn to ride a bike Nursery rhymes.	How to brush teeth. Nursery rhymes.	Hunt for bugs Roll down a really big hill. Nursery rhymes.
<b>Real life experience</b>	Forest School- Recognise different seasons How to go on a bug hunt.	Nativity				Forest school- Grow a plant/help a plant grow. To recognise growth and change within plants and trees.
<b>Trip/Visitor (inc. cost)</b>	Visitor: Families	Visit: Local walk-Post office.	Visitor: Planetarium	Visit		<b>Visit:</b> Cotswold Wildlife Park
<b>Maths: Number</b>	Number recognition, Prepositions, shape, measurement, Beginning to form numbers. Recite numbers to 10. Represent numbers with marks and use numbers in play.	Counting to 20, identifying maths problems based on own interests. Says the number that is one more or one less than a given number. Identifying and ordering teen numbers	Find a total of two numbers by counting all of them. Count irregular arrangements of objects. Orders two or three objects by length or height. Measures short periods of time in simple ways, Begin to understand o'clock.	2D Shape and properties. Placing numbers in order and saying what is one more and one less. Beginning to write number sentences. Begin to use quantities to add and subtract amounts. Begin to understand how to estimate. Use non-standard units to measure.	Independently adding and subtracting amounts. Making amounts to 10 and to 20. Estimating accurately. Creating own problems for peers to solve. Repeating patterns Doubling and halving. Weight, space and capacity. Begin to understand how to use money, different coins and how to make amounts with a range of coins.	Count reliably to 20 and beyond. Using quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing. Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

<b>Maths: Shape, Space &amp; Measures</b>	Basic shape Language and oracy skills	Oracy skills around measuring, estimating	Length/weight	2D shape and properties.	Shape	Money/weight
<b>English: Reading</b>	<b>Book suggestion:</b> A new house for mouse Three little pigs The Three Little Wolves And The Big Bad Pig The House That Jack Built - Diana Mayo  Non-fiction: Let's Build A House - Mick Manning and Brita Granström	<b>Book suggestion:</b> There's a trex in town Goodnight Dinosaur Dave's Cave If I had a dinosaur - Gabby Dawney & Alex Barrow  Dinosaur Bones - Bob Barner	<b>Book suggestion:</b> Beegu The Way Back Home Aliens love underpants Whatever Next (for rocket design) Moon Man Toys in Space - Mini Grey	<b>Book suggestion:</b> Traction Man  My dad is my hero My mum is my hero	<b>Book suggestion:</b> The Pirates next door Night Pirates Non-Fiction: Sea animals	<b>Book suggestion:</b> Owl babies What the Ladybird heard Farmyard Lullabies Non-Fiction: Animals
<b>English: Writing</b>	<b>ON ENTRY ASSESSMENTS</b> Pencil grip (fine motor) Letters from phonics. Phase 1 sounds written cursively. Large handwriting lines introduced.	Phonics Pencil control	Phonics Pencil control	Phonics Pencil control captions	Sentences Phonics Pencil control captions	Sentences Phonics Pencil control captions
<b>Understanding the World</b>	My house, my school, my local area. Materials for the three little pigs. Our local area. Where do we live? Look on a map at the local area. Trip in the local area. Role play opportunities to recreate what we have learnt.	Develop understanding of growth and change over time. (Life cycles, seasons etc). Use understanding and speaking to explain, reason and question why things happen. Children to talk about how world history is discovered; dinosaurs through fossil finding - Mary Anning Relay information to others and record for a purpose: children to talk about prehistoric life. Role play opportunities to recreate what we have learnt.	Look closely at the world around us and the solar system. Look at similarities and differences of planets. Continue to develop language skills when reporting back on what we already know, what we want to find out and what have found out.	Discuss people who help us in our local community (local heroes – link to value), visit fire station and talk about other professionals who help us. Children choose ways to do things, begin to use language to report back what they have observed and why things happen.	Sharing similarities and differences, celebrating each other. Looking at change over time (short and long term). Continue to investigate, predict, perform and report back on scientific findings both in lessons and independently	Discuss past events in their lives, reflect upon the year and what their successes have been. Role play opportunities to recreate what we have learnt. Discuss the weather around the world and look at similarities and differences. Look at our weather each day.

<b>Expressive Arts &amp; Design</b>	Model making - houses. Role play	Colours- paint mixing Music/songs-xmas play	Papier mache rockets/planets	Masks Hero costumes.	Cooking- fruit kebabs/smoothies (link to wrong/right choices)	Sketching-bugs/animals
<b>Personal, Social &amp; Emotional Development</b>	All about me Families – similarities and differences Being a good friend	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understand rights, introducing voting (best dinosaur).	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understanding others emotions, respect for all	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Sharing similarities and differences, celebrating each other (celebrating heros; showing respect).	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Understand rights, re- cap voting through discussions of right and wrong choices.	Teamwork, acceptance. Moving forward. Resolving conflict independently.
<b>Physical Development</b>	Hand washing, toileting, hygiene, independence, dressing. Health and Self Care. Fine and gross motor skills. Weekly “jog” around  (PE Focus: Dressing, undressing)	Hand washing, toileting, hygiene, independence, dressing. Health and Self Care. Fine and gross motor skills. Weekly “jog” around  (PE Focus: Dressing, undressing) How does your body change when you exercise?	Independent health and self-care. Dressing and undressing. Understanding of own safety when tackling challenges. Understanding how to transport safely.  (PE Focus: Movement/Dance)	Independent health and self-care. Dressing and undressing. Practises safety measures independently.  (PE Focus: Gymnastics: Balance and co-ordination)	Discuss and understand how to live a healthy lifestyle with exercise and diet (linking to making right/wrong choices). Independently controlling co- ordination in large and small movements.  (PE Focus: Ball skills and field/team games)  PE for EYU: 1 session from year 4 on athletics  PE for nursery: 1 session from year 3	Independently controlling co- ordination in large and small movements.  (PE Focus: Ball skills, athletics and field/ team games)