



	Autumn 1 Who Lives Here?	Autumn 2 Remember, remember...	Spring 1 Back in the Day (Victorians)	Spring 2 Back in the day continued...	Summer Around the World in 80 Days	
English	Talk for writing – Role play, sequencing, re-telling. Labelling Sentence Writing skills	P1: Firework Poetry Sentence writing skills Guy Fawkes fact file	Labelling and describing. Peter rabbit by Beatrix Potter alternative endings, character descriptions and book review.	Diary entry of Victorian child Beatrix potter other stories Puppet show script Victorian poetry	Postcard/Letter Writing. Innovation – The Magic Paintbrush	P2: Summer Poetry Diary Entry/Descriptive writing.
Reading	Leaf Man The Gruffalo Don't hog the hedge Robins Winter Song	The Gunpowder Plot (Usborne young reader) The Crayons Christmas	Non Fiction Books.	Edward Lear poems Jemima Puddle Duck	Meerkat Mail Non Fiction Books The Magic Paintbrush	Around the world in 80 Days (Young Reader Series)
Maths Link	Number: Place Value within 10. Number: Addition and Subtraction within 10.	Geometry: Shape Number: Addition and Subtraction within 10. (<i>continued</i>)	Number: Place Value within 20. Number: Addition and Subtraction within 20. Number: Place Value within 50.	Measurement: Length and Height. Measurement: Weight and Volume.	Number: Multiplication and Division. Number: Fractions Geometry: Position and Direction	Number: Place Value within 100. Measurement: Money Measurement: Time
Science	Animals including 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) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		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 Working Scientifically: observing closely, using simple equipment	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 Working Scientifically: using their observations and ideas to suggest answers to questions observing closely using simple equipment		

	Working Scientifically: asking simple questions and recognising that they can be answered in different ways Identifying and classifying Gathering and recording data to help answer questions	performing simple tests identifying and classifying gathering and recording data to help answer questions	Identifying and classifying Gathering and recording data to help answer questions			
	<p>Seasonal changes</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies <p>Working Scientifically: As simple questions and recognise that they can be answered in different ways. gathering and recording data to help in answering questions.</p>					
Computing	<p><u>Computing systems and networks – Technology around us</u></p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Evolve: copyright and ownership</p>	<p><u>Creating media – Digital painting</u></p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Evolve: copyright and ownership</p>	<p><u>Programming A – Moving a robot</u></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Recognise common uses of information technology beyond school</p> <p>Evolve: copyright and ownership.</p>	<p><u>Data and information – Grouping data</u></p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully</p> <p>Evolve: managing online information</p>	<p><u>Creating media – digital writing</u></p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Evolve: managing online information</p>	<p><u>Programming B – Programming animations</u></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Evolve: managing online information</p>
History		<p><u>Significant events:</u> Guy Fawkes and the gun powder plot.</p>	<p><u>Changes beyond living memory and significant individuals:</u> Queen Victoria and Victoria times and</p>	<p><u>Changes beyond living memory and aspects of life</u></p>		<p><u>Significant Individuals:</u> Look into the lives and work of Amelia Earhart and Neil Armstrong.</p>

		<ul style="list-style-type: none"> - significant historical events, people and places in their own locality - events beyond living memory that are significant nationally or globally 	<p>importance of Windsor Castle during Queen Victoria's reign.</p> <p>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Victorian schools and working children in the mines and chimney sweeps. Children entertainment (e.g. Punch and Judy). The Great exhibition and the Empire.</p> <p>- events beyond living memory that are significant nationally or globally</p> <p>- compare aspects of life in different periods</p>		<p>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
Geography	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - 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 	<p><u>Human and physical</u></p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage - use simple compass directions (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
Art and design	<p><u>Art</u></p> <p>Project - Harvest time printing.</p> <p>Skill – printing</p>	<p><u>Design and Technology</u></p> <p>Christmas Biscuits</p> <p>Research - research recipes for biscuits and create success criteria for their biscuits</p> <p>Design</p>	<p><u>Art</u></p> <p>Project – create miniature sculptures for Queen Victoria</p> <p>Skill - sculpture</p> <p>Medium – clay</p>	<p><u>Design and Technology</u></p> <p>Victorian puppets</p> <p>Research - Research Victorian puppets and what makes them successful. Create success criteria.</p>	<p><u>Art</u></p> <p>Project – create aboriginal styled paintings</p> <p>Skill – painting (pointillism)</p> <p>Medium – paint</p>	<p><u>Art</u></p> <p>Project – create a seascape picture based off a UK beach</p> <p>Skill - drawing</p> <p>Medium – oil pastels</p>

	<p>Medium – printing using natural resources and paint</p> <p>Famous artist – Lynn Bailey and Mondrian</p>	<p>apply their understanding to create their recipe for biscuits</p> <p>Make – Bake their biscuits</p> <p>Evaluate – evaluate their biscuits against their own success criteria</p>	<p>Famous artist – Barbara Hepworth and Lowery</p>	<p>Design communicate their ideas through discussion, and create annotated sketches</p> <p>Make – Create a Victorian sock Puppet.</p> <p>Evaluate – evaluate their picture against their own success criteria</p>	<p>Famous artist – Emily Kame Kngwarreye</p>	<p>Famous artist – Marga Baggetta</p> <p>Design and Technology</p> <p>Research – look at igloos and what makes them successful. Create success criteria.</p> <p>Design – apply their learning to creating an igloo/house made of ice.</p> <p>Make – Use ice cubes and assemble to make an igloo.</p> <p>Evaluate – Evaluate their igloos/ice house against success criteria</p>
PE	<p>Indoor: Fundamentals</p> <p>Outdoor: Ball Skills</p>	<p>Indoor: Dance</p> <p>Outdoor: Team building</p>	<p>Indoor: Gymnastics</p> <p>Outdoor: Sending and receiving</p>	<p>Indoor: Yoga</p> <p>Outdoor: Striking and fielding</p>	<p>Indoor: Invasion</p> <p>Outdoor: Athletics</p>	<p>Indoor: Target games</p> <p>Outdoor: Athletics/ sports day practise</p>
PSHE	<p>Being Me in My world</p> <p>Feeling special and safe</p> <p>Being part of a class Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences Owning the Learning Charter</p>	<p>Celebrating Difference</p> <p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Dreams and Goals</p> <p>Setting goals Identifying successes and achievements</p> <p>Learning styles Working well and celebrating achievement with a partner</p> <p>Tackling new challenges Identifying and overcoming obstacles</p> <p>Feelings of success</p>	<p>Healthy Me</p> <p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Relationships</p> <p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self- acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Changing Me</p> <p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
Music	<p>Four Seasons</p> <p>Using the music of Vivaldi's 'The Four Seasons', this unit aims to embed the inter-related</p>	<p>Senses</p> <p>Through the stimulus of the five senses, pupils will internalise key musical skills and techniques, exploring</p>	<p>Superheros</p> <p>This unit uses the theme of 'superheroes' to explore the concept of soundscapes, graphic score and the inter-</p>	<p>Toys</p> <p>Using the theme of Toys as inspiration, pupils will be learning to perform on tuned</p>	<p>Dinosaurs</p> <p>In this unit, pupils will learn about the inter-related dimensions of music, exploring dynamics,</p>	<p>At the Seaside</p> <p>This unit focuses on using graphic symbols and images to create a score.</p> <p>This unit works on two</p>

	<p>dimensions of pulse, dynamics, tempo, rhythm and pitch through performance, improvisation and composition activities. Pupils will be given opportunities to perform and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the concept of the four seasonal patterns and the music of Vivaldi. Pupils will have the opportunity to listen and appraise each other's work and a selection of different movements from Vivaldi's 'The Four Seasons.'</p>	<p>music using their voices and classroom instruments. Pupils will practically engage in a range of musical activities that develop their understanding of the inter-related dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.</p>	<p>related dimensions of pitch, dynamics and tempo. Pupils participate in a variety of activities, consolidating their learning in a group ensemble piece. Pupils will be given opportunities to think about the links between sounds and words when composing and will use a range of vocal, body percussion and instruments to perform. They will also be given opportunities to listen and appraise their own and other's work as well as listen to a famous piece of music written by John Williams.</p>	<p>instruments, developing their ability to perform together as an ensemble from dot notation. Pupils will perform with an awareness of a steady pulse and have the opportunity to improvise on both tuned and untuned percussion instruments as well as compose simple melodies recording their ideas using dot notation.</p>	<p>timbre, tempo and pitch through the topic of Dinosaurs. Using performance, listening and composition tasks, pupils will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own Dinosaur music.</p>	<p>types of graphic scores; simple picture representation and a more structured grid score. Pupils are given opportunities to work collaboratively, building on a sequence of musical skills that they bring together in a final piece. There is a focus on the steady pulse and playing in time to the beat. Pupils are also given opportunities to listen to a variety of music and sounds around this theme.</p>
RE	<p>Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity</p>	<p>Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<p>Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism Humanism lesson</p>	<p>Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>
Trips	Autumn Walk (Local Area)	In school – Cultural Day (exploring different cultures)	Milestones Museum Great Exhibition	Victorian workshop – Victorian school experience	In school – Classroom transformation travel day.	Seaside/Nature trip