



Themes	Fire Fire!		Carnival of the Animals		Castles and Catapults	
Books	Toby and the Great Fire of London The Hodgeheg Dirty Bertie Christmas Stories Vlad and the GFoL		The Hare and the Tortoise Helen Ward Oral Tale The Killer Cat The owl who was afraid of the dark The Disgusting Sandwich		King Arthur The Paper Bag Princess George and the Dragon Tell Me a Dragon The Princess in Black The ghost in Annie’s room	
English	Order the events of the GFoL Toby and the Great Fire of London- Narrative Oracy- Reporter Newspaper report Samuel Pepys diary Bread Making Recipe Father Christmas Letter		The Hare and the tortoise fable Animal- information text Poetry – Rumble in the jungle.	Oracy- Park Ranger Big Five- Non chronological report Three Billy Goats Gruff	Holiday recount Castle Non chron report Castle jobs- advert and persuasive letter Dragon description Dragon Missing poster	The Paper Bag Princess Smoothie Making persuasive writing
Maths	Number- Place Value Number Addition and Subtraction	Number – Addition and Subtraction (cont) Geometry- Properties of Shape	Number Multiplication and Division Measurement- Money	Measurement- Height and length Measurement- Mass, capacity and temperature	Number- Fractions Measurement- Time	Statistics Geometry- Position and Direction Investigations Problem Solving and Efficiency Methods
Science	<u>Materials and their properties</u> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working Scientifically: observing closely, using simple equipment performing simple tests	<u>Animals including humans</u> - explore and compare the differences between things that are living, dead, and things that have never been alive. - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds)	<u>Living Things and Their Habitats.</u> - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<u>Living Things and their habitats</u> - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different	<u>Plants</u> - observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	<p>paper and cardboard for particular uses</p> <p>Working Scientifically: using their observations and ideas to suggest answers to questions</p>		<p>and mammals, including pets)</p> <p>Working Scientifically: asking simple questions and recognising that they can be answered in different ways</p>	<p>- notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive <p>Working Scientifically Classifying, asking simple questions recognising that they can be answered in different ways.</p>	<p>kinds of animals and plants, and how they depend on each other</p> <p>- identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Working Scientifically: asking simple questions and recognising that they can be answered in different ways</p>	<p>Working Scientifically: gathering and recording data to help in answering questions.</p>
<p>Computing</p>	<p>Computing systems and networks. (IT around us)</p> <p>Recognise common uses of information technology beyond school.</p> <p>Online Safety – Online Relationships and Online Reputation</p>	<p>Creating Media – Digital Photography.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety – Online Bullying.</p>	<p>Programming A – Robot algorithms</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>To 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>Online Safety – Managing online information</p>	<p>Data and information – pictograms.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety – Health, well-being and lifestyle.</p>	<p>Creating Media – Digital Music</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety – copyright and ownership.</p>	<p>Programming B – Programming quizzes.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Online Safety – Self-Image and Identity.</p>

Geography	Locational Knowledge Name, locate and identify characteristics of 4 countries and capitals within UK and surrounding seas. -Label maps using atlas Geographical skills and fieldwork. Use world maps, atlases and globes to identify the places Locate London on a map of the UK Look at famous monuments around London- Great Fire of London Monument Town planning in 1666 compared to now		Locational Knowledge Human and Physical geography. Name and locate 7 continents and oceans -Label maps using atlas locate of hot and cold areas of the world -Child led Use basic geographical vocabulary to refer to key physical features -Antarctic fact file -Kenya	Place Knowledge Identify seasonal and daily weather patterns in the UK Compare physical and human features. Kenya and UK <ul style="list-style-type: none"> - Urban and rural - Schools - Homes 	Physical and Human Geography use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Physical and Human Geography use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
History	Significant events beyond living memory -Great Fire of London Significant people <ul style="list-style-type: none"> - Samuel Pepys - Charles II Compare aspects in different periods Significant places in history. <ul style="list-style-type: none"> - London Sources of evidence -SP diary -Newspapers -Eye witness statements Black History Month Rosa Parks		Significant people <ul style="list-style-type: none"> - Captain Robert Scott 	Significant people -Jane Goodall	Compare aspects of life in different periods -Social hierarchy -Jobs in a castle	Compare aspects of life in different periods Significant People King Henry IV to Charles III
RE	Theme: What did Jesus teach? Key Question:	Theme: Christmas - Jesus as gift from God Concept: Incarnation	Theme: Prayer at home Key Question:	Theme: Easter - Resurrection Concept: Salvation Key Question:	Theme: Community and Belonging Key Question:	Theme: Hajj 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	Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Does completing Hajj make a person a better Muslim? Religion: Islam
PE	Outdoor- A1: Ball skills A2: Fitness indoor- A1 Gymnastics A2 – Dance		Outdoor-S1 Invasion games S2: Sending and receiving. Indoor – Target Games Yoga		Participate in a range of activities Outdoor- Athletics - Team Building Indoor- Net and wall	
Music Charanga	Great Fire of London In this unit, pupils explore dynamics, pulse, beat and rhythm using both stick and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.	Jupiter In this unit pupils will explore the instruments of the orchestra and the descriptive music of the Romantic period through the theme of space, specifically Jupiter. Pupils will be responding to music with increasing confidence. Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem.	Carnival of The Animals Using 'Carnival of the Animals' by Saint-Saens as a stimulus, pupils explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.	Oceans This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.	Fantasy and Adventure In this unit, pupils use 'The Magic Flute' opera, by Mozart as a stimulus. This opera is full of 'fantasy and adventure.' The pupils will listen to the story and consider the evil queen and how music is used to convey her character. They will compose their own music to create atmosphere and tell a story with a developing understanding of pitch, dynamics and tempo.	Folksongs In this unit, pupils learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.

<p>Art/DT</p>	<p>Design Technology (Food and Nutrition) Project – Making Bread Research Using prior knowledge of great fire of London as well as own research into making bread. Design Plan ingredients and method to make the bread. Make Make bread following instructions. Evaluate Taste and Evaluate their bread. Evaluate on taste, appearance, structure, ease of recipe.</p>	<p>Art Project – London skyline (1666) Skill Blending Medium – oil pastels Artist - Jan Griffier</p>	<p>Art Project - Sketching Animals Skill Sketching Medium Pencil</p>	<p>Design Technology Project – Moving Minibeasts. Research – Look at a range of moving pictures in books and other wise. Prior knowledge of learning of animals during topic and science. Design Learn and make different mechanisms ‘levers, wheels, pivots’. At the end of unit plan and make a moving picture. Make Use materials, learning and plan to make a moving picture. Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Art Project – The Castle and The Sun Skill – knowledge of materials Medium – Mixed media Artist – Paul Klee</p>	<p>Design Technology Project – Make catapults and weapons. Research Use research found about catapults and wagons to learn purpose and design. Design Plan and design a catapult and wagon. Make Use a range of materials creatively to design and make products. Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<p>PSHE JIGSAW</p>	<p>Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe</p>	<p>Celebrating difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology)</p>	<p>Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>

	and fair learning environment Valuing contributions Choices Recognising feelings				Assertiveness Preparing for transition	
Trips and Experiences	Art and DT workshop in school	Nativity	Animal Visit	Wooley Firs	Post SATs picnic	Windsor Castle