



Themes	Fire Fire!		Carnival of the Animals		Castles and Catapults	
Books	<b>Toby and the Great Fire of London</b> The Hodgeheg <b>Dirty Bertie</b> Christmas Stories Vlad and the GFoL		<b>The Hare and the Tortoise Helen Ward Oral Tale</b> <b>The owl who was afraid of the dark</b> <b>Non Fiction</b>		<b>King Arthur</b> <b>The Paper Bag Princess</b> <b>George and the Dragon</b> <b>Tell Me a Dragon</b>	
English	Order the events of the GFoL Toby and the Great Fire of London- Narrative <b>Oracy- Reporter</b> Newspaper report Samuel Pepys diary Bread Making Recipe Father Christmas Letter		<b>The Hare and the tortoise</b> fable Animal- information text Poetry – Rumble in the jungle.	<b>Oracy- Park Ranger</b> 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	<b>Year 1 and 2</b> <b>Number-</b> Place Value <b>Number</b> Addition and Subtraction	<b>Number</b> – Addition and Subtraction (cont) <b>Geometry</b> -Properties of Shape	<b>Year 1</b> <b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction <b>Year2</b> <b>Number</b> Multiplication and Division <b>Measurement-</b> Money	<b>Year 1</b> <b>Number:</b> Place Value <b>Measurement:</b> Length and Height <b>Measurement:</b> Mass and Volume <b>Year 2</b> <b>Measurement</b> -Height and length <b>Measurement</b> -Mass, capacity and temperature	<b>Year 1</b> <b>Number:</b> Multiplication and Division <b>Number:</b> Fractions <b>Geometry</b> – Position and Direction <b>Year 2</b> <b>Number-</b> Fractions <b>Measurement-</b> Time	<b>Year 1</b> <b>Number:</b> Place Value <b>Measurement:</b> Money <b>Measurement:</b> Time <b>Year 2</b> <b>Statistics</b> <b>Geometry-</b> Position and Direction <b>Investigations</b> <b>Problem Solving and Efficiency Methods</b>
Science	<u><b>Materials and their properties</b></u> <b>Year 1</b> Distinguish between an object and the	<b>Seasonal Changes – Year 1</b> Observe change across all 4 seasons.	<u><b>Animals including humans</b></u> <b>Year 1</b> Identify and name a variety of common animals. Identify and name a variety of common animals that	<u><b>Animals including Humans (Year 1)</b></u> Identify, name, draw and label the basic parts of the human body and say which part of the body is	<u><b>Seasonal Changes – Year 1</b></u> Observe change across all 4 seasons.	<u><b>Plants</b></u> <b>Year 1</b> Identify and name a variety of common garden plants

	<p>material it is made from. Identify and name a variety of everyday materials. Describe the simple Physical properties.</p> <p><b>Year 2</b> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><b>Working Scientifically:</b> using their observations and ideas to suggest answers to questions</p>	<p>Observe and describe weather associated with all 4 seasons.</p> <p><b>Materials cont – Year 2</b> - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Working Scientifically:</b> observing closely, using simple equipment performing simple tests</p>	<p>are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals.</p> <p><b>Year 2</b> - explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>Working Scientifically:</b> asking simple questions and recognising that they can be answered in different ways</p>	<p>associated with which sense.</p> <p><b><u>Living Things and Their Habitats. (Year 2)</u></b> - 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.</p> <p>- notice that animals, including humans, have offspring which grow into adults</p> <p>• explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><b><u>Working Scientifically</u></b> Classifying, asking simple questions recognising that they can be answered in different ways.</p>	<p>Observe and describe weather associated with all 4 seasons.</p> <p><b><u>Living Things and their habitats (Year 2)</u></b> - 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 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><b>Working Scientifically:</b> asking simple questions and recognising that they can be answered in different ways</p>	<p>including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p><b>Year 2</b> - 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> <p><b>Working Scientifically:</b> gathering and recording data to help in answering questions.</p>
Computing	Computing systems and networks. (IT around us)	<p><b>Creating Media – Digital Photography.</b></p> <p>Use technology purposefully to create, organise, store,</p>	<p><b>Programming A – Robot algorithms</b></p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>Data and information – pictograms.</b></p> <p>Use technology purposefully to create, organise, store,</p>	<p><b>Creating Media – Digital Music</b></p> <p>Use technology purposefully to create, organise,</p>	<p><b>Programming B – Programming quizzes.</b></p>

	Recognise common uses of information technology beyond school.  <b>Online Safety – Online Relationships and Online Reputation</b>	manipulate and retrieve digital content.  <b>Online Safety – Online Bullying.</b>	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs.  <b>Online Safety – Managing online information</b>	manipulate and retrieve digital content.  <b>Online Safety – Health, well-being and lifestyle.</b>	store, manipulate and retrieve digital content.  <b>Online Safety – copyright and ownership.</b>	Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs.  <b>Online Safety – Self-Image and Identity.</b>
<b>Geography</b>	<b>The Uk</b> <b>Name, locate and identify characteristics of 4 countries and capitals within UK and surrounding seas.</b> -Label maps using atlas  <b>Geographical skills and fieldwork.</b> <b>Use world maps, atlases and globes to identify the places</b> 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	<b>Continents and Oceans</b> <b>Hot and Cold</b> <b>Human and Physical geography.</b> <b>Name and locate 7 continents and oceans</b> -Label maps using atlas <b>locate of hot and cold areas of the world</b> -Child led <b>Use basic geographical vocabulary to refer to key physical features</b> -Antarctic fact file -Kenya	<b>Contrasting Locality</b>	<b>The United Kingdom</b> 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	<b>The United Kingdom.</b>  <b>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</b>	
<b>History</b>	<b>Significant events beyond living memory</b> -Great Fire of London <b>Significant people</b> <ul style="list-style-type: none"><li>- Samuel Pepys</li><li>- Charles II</li></ul>	<b>Significant people</b> <ul style="list-style-type: none"><li>- Captain Robert Scott</li></ul>	<b>Significant people</b> -Jane Goodall	<b>Compare aspects of life in different periods</b> -Social hierarchy -Jobs in a castle	<b>Compare aspects of life in different periods</b> <b>Significant People</b>	

	<b>Compare aspects in different periods</b> <b>Significant places in history.</b> <ul style="list-style-type: none"> <li>- London</li> </ul> <b>Sources of evidence</b> <ul style="list-style-type: none"> <li>-SP diary</li> <li>-Newspapers</li> <li>-Eye witness statements</li> </ul> <b>Black History Month</b> Rosa Parks					King Henry IV to Charles III
RE	<b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas - Jesus as gift from God <b>Concept:</b> Incarnation <b>Key Question:</b> Why do Christians believe God gave Jesus to the world? <b>Religion:</b> Christianity	<b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life? <b>Religion:</b> Islam	<b>Theme:</b> Easter - Resurrection <b>Concept:</b> Salvation <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion? <b>Religion:</b> Christianity	<b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging? <b>Religion:</b> Islam	<b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim? <b>Religion:</b> Islam
PE	Outdoor- A1: <b>Ball skills</b> A2: <b>Fitness</b>  indoor- A1 <b>Gymnastics</b> A2 – Dance		Outdoor-S1 <b>Invasion games</b> <b>S2: Sending and receiving.</b>  <b>Indoor – Target Games</b> Fundamentals		<b>Participate in a range of activities</b> Outdoor- Athletics <ul style="list-style-type: none"> <li>- Team Building</li> </ul> Indoor- Net and wall	
Music	<b>Great Fire of London</b> 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	<b>Jupiter</b> 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	<b>Carnival of The Animals</b> 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,	<b>Oceans</b> 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	<b>Fantasy and Adventure</b> 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	<b>Folksongs</b> 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

	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.	in small groups, before creating their own Jupiter hymn inspired school anthem.	improvisation and composing.	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.	compose their own music to create atmosphere and tell a story with a developing understanding of pitch, dynamics and tempo.	difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.
<b>Art</b>	<b>Art</b>  <b>Project –</b> London skyline (1666)  <b>Skills –</b> painting, collage, gradient  <b>Medium –</b> paint  <b>Artist -</b> Jan Griffier	<b>Art</b>  <b>Project -</b> Winter scene  <b>Skills –</b> colour mixing, drawing, light and dark  <b>Medium –</b> oil pastels  <b>Artists –</b> Aaron Schuerr and Zaria Forman	<b>Art</b>  <b>Project -</b> Sketching Animals  <b>Skill</b> Sketching, mark making, observation  <b>Medium</b> Pencil  <b>Artist –</b> Gary Hodges	<b>Art</b>  <b>Project –</b> Underwater Arctic World  <b>Skill –</b> adding texture, light and dark, drawing  <b>Medium –</b> Mixed media – paint, oil pastels, pencils  <b>Artists –</b> Krogh Andersen and Jackson Pollock	<b>Art</b>  <b>Project –</b> Dragon scales  <b>Skill –</b> Drawing and painting  <b>Medium –</b> mixed media – water colour, crayons, oil pastel, metallic pens, gold leaf.  <b>Artist –</b> Liliya Rodnikova	<b>Art</b>  <b>Project –</b> Nature printing  <b>Skill –</b> printing  <b>Medium –</b> Printing using paint  <b>Artist –</b>
<b>Design and Technology</b>		<b>Cooking Project –</b> Making Bread <b>Research</b> Using prior knowledge of great fire of London as well as own research into making bread.		<b>Structure Project –</b> constructing animals. <b>Research –</b> Prior learning of Big 5 animals in topic and science lessons.		<b>Mechanisms Project –</b> Catapults. <b>Research –</b> Prior learning during castles topic. Research as to what a mechanism is and

		<b>Design</b> Plan ingredients and method to make the bread. <b>Make</b> Make bread following instructions. <b>Evaluate</b> Taste and Evaluate their bread. Evaluate on taste, appearance, structure, ease of recipe.		<b>Design</b> – Design one of the big 5 animals to be built out of art straws. <b>Make</b> – Make one of the big 5 animals out of art straws. <b>Evaluate</b> – Evaluate their creation against their plan and consider what went well and what could be changed for next time.		how it makes the object move. <b>Design</b> – Plan and design their catapult including the mechanism. <b>Make</b> – Use lollysticks and elastic bands to create a catapult with a moving mechanism. <b>Evaluate</b> – Evaluate their finished project against the design and comment on strengths or what could be improved.
<b>PSHE JIGSAW</b>	Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	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	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
<b>Trips and Experiences</b>	Great Fire of London Workshop	Nativity	Animal Visit	Wooley Firs	Post SATs picnic	Windsor Castle