

<u>Subject</u>	<b>Autumn 1 and Autumn 2 - Great fire of London</b>		<b>Spring 1 and Spring 2 - Global Garden</b>		<b>Summer 1 and 2 British Wildlife</b>	
Literacy	<p><u>Diary writing</u> - Write first person recounts retelling historical events, from the point of view of a fictional historical character, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.</p> <p><u>Recounts</u> - write a recount of a visit including factual details, description and personal responses.</p> <p><u>Poetry</u> - list poems - fireworks, write poems based on winter nights. Write and perform own versions of a familiar poem - Creation.</p> <p><u>Descriptive writing</u> - develop use of vocabulary, grammar and sentence structure to create interest.</p>		<p><u>Explanation texts</u> Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation. - planting and growing</p> <p><u>Instructions</u> - Write a series of instructions including, diagrams - healthy food</p> <p><u>Poetry</u> - Take the work of one poet, poetry appreciation</p> <p>Personal responses to poetry. Rewrite a familiar poems using their own imagery.</p> <p><u>Story writing</u> - write a retelling of a story - focus on settings and character.</p>		<p><u>Report writing</u> - assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p> <p><u>Information texts</u> - research, organise and present information on a given subject.</p> <p><u>Traditional tale/Myths</u> - Write a creation myth based on ones read e.g. how the zebra got his stripes.</p> <p><u>Instructions</u> - Write a series of fiction-based instructions (i.e. 'How to trap a mouse), including, diagrams</p>	
Maths	Measurement: money Number: Place value Number: Addition and Subtraction	Number: Addition and Subtraction Multiplication and Division	Number: Multiplication and Division money Statistics	Number: Fractions Measurement: Length and Height	Measurement: Time Position and Direction Measurement: Capacity, Volume and Temperature Problem Solving	Investigations
Computing	<b>Algorithms</b> - Children will learn what an algorithm is, and what algorithms can be used for.	Creating pictures Making music	<b>Questioning</b>	<b>Online safety</b>	Effective Searching Presenting Ideas	
Science	<p><u>Materials</u> - 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>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Life Cycles</p>		<p><u>Animals including humans</u> - notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Plants</u> - observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>What's Under Your Feet</p>		<p><u>Living things and their habitats</u> - explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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 micro - habitats.</p> <p>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>What's Under Your Feet</p>	

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History/ Geography	<p><b>Locational knowledge</b> - name and locate the world's seven continents and five oceans. <b>Revise</b> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <b>Learn</b> its surrounding seas.</p> <p><b>Human and physical geography</b> 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. Use basic geographical vocabulary</p> <p><b>History</b> looking at events beyond living memory that are significant nationally - the <b>Great Fire of London</b></p>		<p><b>Geography</b> - 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 - India</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>		<p><b>History</b> Looking at lives of significant individuals in the past who have contributed to national and international achievements including comparing aspects of life in different periods - Ghandi</p>	
	PE	Friday- Games, Multiskills, Dance		Friday - Games, Multiskills, Dance		Friday - Games, Athletics
PE	Thursday - swimming		Thursday - swimming		Thursday - swimming	
Art	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination					
	<p>Exploring multimedia to develop and share ideas, experiences and imagination.</p> <p>Develop techniques using a range of materials to design and make products.</p> <p>Looking at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>					
DT	<p>Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <b>Evaluate</b> - explore and evaluate a range of existing products, evaluate their ideas and products against design criteria, <b>Technical knowledge</b> - build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms in their products.</p>					
	<p><b>Textiles</b> - design purposeful, functional, appealing products for themselves and other users based on design criteria sewn pictures</p> <p>Design and make - clay slab - house frontage linked to history</p>		<p><b>Food technology</b> - design and make a healthy snack link to geography and science.</p>		<p><b>Design</b> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and use mechanisms (wheels and axels) in their products.</p>	
RE (1)	<p>Introduce 3 steps for assessment.</p> <p>Why is the Bible an important book? What is a Christian?</p> <p>Why do Christians go to church?</p> <p>To do a whole school assembly</p>	<p>Christmas -Why did angels announce the birth of Jesus?</p> <p>John 3:16 learn quote</p>	<p>Islam - What is important for Muslim children? - exploring Muslim beliefs about Allah, Muhammad and the Qur'an.</p>	<p>Why did Jesus tell parables?</p> <p>What is Easter really about?</p> <p>Last week each class to do own OTB during assembly. End of term service -Eucharist</p>	<p>Where did Jesus go?</p> <p>Pentecost and discipleship</p> <p>Whole school assembly - ascension and pentecost</p>	<p>Why do Christians pray - link to The Lord's Prayer</p> <p>Whole school at church sacrament- Baptism</p> <p>Wintershall - Life of Christ</p> <p>End of term assembly</p>
PSCHE /SEAL	<p>Identify and name a range of feelings. Manage feelings in a positive and effective way. Assertively share views and opinions and respectfully respond to the different views of others. Setting simple goals and economic capability.</p>		<p>Making simple choices about health and wellbeing. Keeping clean naming parts of the body. Dangers of some household products and medicines. Road safety.</p>		<p>Identifying and celebrating differences in people. Bullying ways to deal with it and get help. Recognising the effect of their behaviour on others. Cooperation. Relaxation linked to stress mental health and wellbeing. Transition. Recap sun safety.</p>	
Music	<p>Hands, Feet, Heart</p> <p>I Wanna Play in a band - play untuned instruments musically</p>		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes -</p> <p>G-live - listen with concentration and understanding to a range of high-quality live music</p>		<p>Play tuned instruments musically - Recorder</p>	