

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b><u>To entertain</u></b> Narrative - Setting Description <i>The Rainbow Bear by Michael Morpurgo</i></p>	<p><b><u>To entertain</u></b> Narrative – Character Development and Description <i>Marv and the Mega Robot by Alex Falase-Koya</i></p>	<p><b><u>To inform</u></b> Letter <i>The Dragonsitter by Josh Lacey</i></p>	<p><b><u>To inform</u></b> Information Texts (Non-Chronological Reports) <i>The Most Important Animal of All by Penny Worms</i></p>	<p><b><u>To inform</u></b> Instructions – A New Trick <i>The Twits by Roald Dahl</i></p>	<p><b><u>To entertain</u></b> Narrative Extract – A New Trick <i>The Twits by Roald Dahl</i></p>
Maths	<ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition and Subtraction</li> <li>• Geometry: Shape</li> </ul>		<ul style="list-style-type: none"> <li>• Measurement: Money</li> <li>• Number: Multiplication and Division</li> <li>• Measurement: Length and Height</li> <li>• Measurement: Mass, Capacity, Temperature</li> </ul>		<ul style="list-style-type: none"> <li>• Number: Fractions</li> <li>• Measurement: Time</li> <li>• Statistics</li> <li>• Geometry: Position and Direction</li> </ul>	

Science	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Identify properties of material and uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard</li> <li>Working Scientifically - Investigating materials, carrying out simple tests</li> <li>Everyday day materials uses of materials</li> <li>Identify materials in buildings</li> <li>Know why a material might be used for a specific job – e.g. to keep me warm</li> <li>Know how to bend and shape materials and how they change</li> <li>Know how some materials change shape by squashing, bending, twisting and stretching</li> </ul>	<p><b>Healthy Humans</b></p> <ul style="list-style-type: none"> <li>Health: <ul style="list-style-type: none"> <li>balanced diet</li> <li>the benefits of exercise and hygiene</li> </ul> </li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited</li> <li>Identify and name a variety of plants and animals in their habitats,</li> <li>Describe how animals obtain their food from plants and other animals,</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Name plants and animals that are specific to Africa</li> <li>Match living things to their habitat</li> <li>Animal life cycles (Penguins &amp; Chimps)</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about the basic needs of animals, for survival</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
	Computing	<p><b>Online Safety and Digital Citizenship</b>  <b>Introductory Song</b>  <b>Pause &amp; Think Online</b> - How can we be safe, responsible, and respectful online?</p> <p><b>Data and Information</b>  <b>Pictograms</b></p> <ul style="list-style-type: none"> <li>Collecting data in tally charts and using attributes to organise and present data on a computer.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b>  <b>Media Balance and Wellbeing</b>  <b>How Technology Makes You Feel</b> - Why is it important to listen to your feelings when using technology?</p> <p><b>Creating Media</b>  <b>Digital Photography</b></p> <ul style="list-style-type: none"> <li>Capturing and changing digital photographs for different purposes.</li> </ul>	<p><b>Online Safety and Digital Citizenship</b>  <b>Privacy &amp; security</b>  <b>Internet Traffic Light</b> - How do you stay safe when visiting a website or app?</p> <p><b>Programming</b>  <b>Robot Algorithms</b></p> <ul style="list-style-type: none"> <li>Writing short algorithms and programs for floor robots and predicting program outcomes.</li> <li>Creating and debugging programs and using logical reasoning</li> </ul>	

History	<p><b>Great Fire of London</b>  <b>Explain the cause of the GFOL and how this changed homes today.</b></p> <ul style="list-style-type: none"> <li>To generate and be able to ask and answer questions they might have.</li> <li>Compare houses from then (1666) and now</li> <li>Discuss reliability and what makes a source helpful/useful</li> <li>Understand what caused the GFoL and recognise why it happened, as well as consequences and what happened as a result.</li> <li>Look at the aftermath and how this changed society now e.g., impact on homes</li> <li>Explore how the river Thames was used to help compared to what it is used for today</li> </ul>	<p><b>Journeys</b>  <b>What journeys really stand out and inspire us to explore the world?</b></p> <ul style="list-style-type: none"> <li>Explore the life of Ernest Shackleton</li> <li>Understand the Endurance expedition and what went wrong/the impact it had on the following expeditions, impact on today's explorations</li> <li>To compare to a modern-day exploration Rob Swan expedition Jan 2023 – Antarctica</li> <li>To recognise and understand the achievements of significant individuals (First aeroplane flight)</li> <li>Christopher Columbus</li> </ul>	<p><b>Aspiring Nurses</b>  <b>What did EC and MS do to inspire people to become nurses?</b></p> <ul style="list-style-type: none"> <li>To learn about the life of Mary Seacole and where she was from</li> <li>To learn about the life of Edith Cavell and where she was from</li> <li>To recognise the achievements of both women in the wars</li> <li>To understand the impact both women had on nursing today</li> <li>To compare the lives of nurses today to Seacole and Cavell</li> </ul>
	Geography	<p><b>Picturing Places</b>  <b>Describe the United Kingdom and what makes it special.</b></p> <ul style="list-style-type: none"> <li>To identify the 4 countries and capital cities using maps</li> <li>Identify key characteristics and similarities of the 4 cities, compared to towns and villages using aerial photographs</li> <li>Identify key human and physical features of the school and its surrounding environment</li> <li>To use locational and directional language (e.g., NSEW, near, left, right, far) on a walk of the local area.</li> <li>Devise a simple map of the route taken and construct a simple key</li> </ul>	<p><b>Antarctica</b>  <b>What makes Antarctica stand out to explorers?</b></p> <ul style="list-style-type: none"> <li>To locate Antarctica and the 5 oceans and describe these</li> <li>To identify the location of equator and North and South Poles</li> <li>To compare the weather conditions in Antarctica to the UK (Contrasting seasonal weather changes)</li> <li>To identify 2 groups of animals that can live in the extreme conditions</li> <li>To understand the importance of preserving Antarctica and what we can do to help</li> </ul>

Art	<p><b>Explore and Draw</b>  <b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.</li> <li>• That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.</li> <li>• That we can use the things we find to draw from, using close observational looking.</li> <li>• That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.</li> <li>• We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.</li> </ul>	<p><b>Exploring the world through Mono Print</b>  <b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• When we make mono prints we use mark making to create one off prints.</li> <li>• When we make mono prints we create an impression of a drawing.</li> <li>• That we can generate playful narratives and inventions through drawing.</li> <li>• That we understand that using a range of marks will generate different effects when creating mono prints.</li> <li>• That we can create creative responses to different stimuli and make the work our own.</li> </ul>	<p><b>Music and Art</b>  <b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• That artists sometimes use sound to inspire their work.</li> <li>• That artists sometimes work in partnership with musicians.</li> <li>• That we can use both aural and visual senses to make art.</li> <li>• That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive.</li> <li>• That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.</li> </ul>
DT	<p><b>Textiles</b>  <b>Can we make a bag that is strong enough to carry Samuel Pepys' Diary?</b></p> <ul style="list-style-type: none"> <li>• <b>Design:</b> Designing and sketching design ideas using a template</li> <li>• <b>Make:</b> threading needle, sewing a running stitch, preparing fabrics for sewing, tying a knot.</li> <li>• <b>Evaluate:</b> discussing the making process and finished product, reviewing each other's final outcome.</li> <li>• <b>Technical Knowledge:</b> identifying the parts of a needle(point and eye)understanding the alternative ways of joining fabrics and embellishments'.</li> </ul>	<p><b>Cooking</b>  <b>Can we make a healthy soup that will appeal to children?</b></p> <ul style="list-style-type: none"> <li>• <b>Design:</b> Planning for the set brief, following simple criteria: a healthy vegetable soup</li> <li>• <b>Make:</b> Prepare food safely and hygienically, chopping and slicing safely using a bridge or claw grip</li> <li>• <b>Evaluate:</b> conduct product research, trialling and feeling back on food taste, texture, and aroma.</li> <li>• <b>Technical Knowledge:</b> identifying each of the food groups, understanding what a balanced diet is, and developing an awareness of hidden sugars.</li> </ul>	<p><b>3D Structures</b>  <b>Can we make a frame that can display a photograph?</b></p> <ul style="list-style-type: none"> <li>• <b>Design:</b> Designing using criteria, and applying knowledge of structures through planning.</li> <li>• <b>Make:</b> Identify flaws in design and think about ways to strengthen them. Cutting and assembling accurately.</li> <li>• <b>Evaluate:</b> explore natural and manmade structures, test, evaluate and analyse existing frames.</li> <li>• <b>Technical Knowledge:</b> understand strength, stability and stiffness knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness.</li> </ul>
Music	<p><b>Nativity Unit</b>  This is a 6-week unit of work where children learn to sing Christmas songs and act in unison.</p>	<p><b>Hands, Feet, Heart</b>  This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p><b>Friendship Song</b>  This is a six-week Unit of Work. All the learning is focused on one song: The Friendship song.</p>

**FRIENDSHIP    THANKFULNESS    COURAGE    FORGIVENESS    COMPASSION    RESPECT    PERSEVERANCE**

PE	<p><b>Fundamental Skills/Physical Literacy</b></p> <p>The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge.</p> <p><b>Ball Skills</b></p> <p>The unit of work will challenge pupils to <b>combine</b> their developing dribbling, passing and receiving skills in order to <b>keep possession</b> and score a point.</p> <p><b>Dance</b></p> <p>The unit of work will develop pupil's ability to create and develop their characters, adding movements, <b>expression</b> and <b>emotion</b> to their performance. They will be able to create a <b>motif</b> and will develop these with a partner to include some different elements of <b>choreography, including telling a story.</b></p> <p><b>Creating Games</b></p> <p>The unit of work will challenge pupils to <b>create simple tactics</b>, follow and develop rules for games. Pupils will apply these in games playing against themselves, with a partner and in teams. Pupils will understand how different roles, such as the <b>referee or timekeeper</b> helps to manage the game.</p>	<p><b>Ball Skills</b></p> <p>The units of work will challenge pupils to apply their knowledge and understanding of <b>dribbling, passing</b> and <b>receiving</b> in order to <b>keep possession</b> as a team and score a point with their feet. Challenge pupils to apply their understanding of <b>underarm</b> and <b>overarm throwing</b> to beat their opponents.</p> <p><b>Gymnastics</b></p> <p>The units of work will <b>challenge</b> pupils to explore different ways that they can <b>link</b> movements and balances together while <b>travelling</b> along a variety of <b>pathways.</b></p> <p><b>Health and Wellbeing</b></p> <p>The unit of work will consolidate pupils' understanding of <b>agility, balance</b> and <b>co-ordination</b>, applying these elements of fitness in a variety of activities. Pupils will perform circuits, understanding how <b>motivation</b> can enhance <b>performance.</b></p>	<p><b>Fundamental Skills/Physical Literacy</b></p> <p>The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in <b>combination</b> and <b>link jumps.</b></p> <p><b>Team Building</b></p> <p>The unit of work will develop pupils' ability to apply effective <b>teamwork</b>, ensuring that everyone is <b>included</b> and understands their role. Pupils will begin to develop and <b>apply simple strategies</b> to <b>solve problems.</b></p> <p><b>Games for Understanding</b></p> <p>The unit of work will challenge pupils to create simple <b>defending</b> and <b>attacking tactics</b>, while continuing to develop an understanding of the <b>transition</b> from defence to attack.</p> <p><b>Rackets, Bats and Balls</b></p> <p>The focus of the learning is for pupils to <b>refine</b> their understanding of how they can use their <b>hitting (striking)</b> skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, <b>hitting into space</b> is essential in order to score points against the opposing team.</p>
PSHE	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families and Friendships</li> <li>• Safe Relationships</li> <li>• Respecting ourselves and others</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Belonging to a community</li> <li>• Media literacy and digital resilience</li> <li>• Money and work</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Physical health and Mental wellbeing</li> <li>• Growing and changing</li> <li>• Keeping safe</li> </ul>

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**Beliefs and Questions**

**Focus: How do Christians find out what God is like?**

Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit.

**Community and Identity**

**Focus: Why do many Christians meet together regularly and what do they do?**

Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Include Christmas or Easter as appropriate.

**Beliefs and Questions**

**Focus: What does Torah mean for Jewish people?**

Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers

**Reality and Truth**

**Focus: What is the good news that Jesus brings?**

To share the stories and messages that Jesus shared with Christians. To discuss how Christians show their love for God and Jesus.

**Community and Identity**

**Focus: What role does worship play in the life of a Hindu?**

Looking at what Hindus believe about God, why worship is important and the different ways that it is practiced at home and in the mandir.

**Reality and Truth**

**Focus: What are the best reasons for following a leader?**

Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.