

Subject	Autumn	Spring	Summer
English	<p>Texts: The Paper Bag Princess Dr Xargle's Book of Earth Hounds Mini Rabbit Not Lost The True Story of the 3 Little Pigs</p> <p>Written Outcomes: Narrative – fairy tale Report Recounts Diaries Narrative – journey Newspaper-style report</p> <p>Grammar: Adjectives, verbs, adverbs</p> <p>Spelling: Suffixes: -s, -es, -er, -ed, -ing Prefixes: un-, dis-, mis-, re- Homophones Apostrophes for contraction Rarer GPCs</p> <p>Handwriting: Correct joins and consistent letter size Increasing legibility and speed</p>	<p>Texts: Ulf the Finger Eater Atlas of Adventure Charlie Small The Pirate Cruncher The Night Pirate One Plastic Bag</p> <p>Written Outcomes: Traditional Tale – alternative version Information leaflet Non-chronological report Instructions Advertisement</p> <p>Grammar: prepositions, conjunctions, apostrophes, inverted commas</p> <p>Spelling: Suffixes: -ness, -ful Prefixes: sub-, tele-, auto- Statutory spellings</p> <p>Handwriting: Correct joins and consistent letter size Increasing legibility and speed</p>	<p>Texts: The Magic Box Persuasive Writing Playwriting Haiku Tanning Kennings</p> <p>Written Outcomes: Free Verse Poetry Play Persuasive Advert Play scene Poetry: Haiku, Tanning, Kennings</p> <p>Grammar: adverbs, adverbials, complex sentences, compound sentences</p> <p>Spelling: Rare GPCs Statutory spellings</p> <p>Handwriting: Correct joins and consistent letter size Increasing legibility and speed</p>

	<p>Speaking and listening linked to topic and current affairs</p> <p>Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term</p>	<p>Speaking and listening linked to topic and current affairs</p> <p>Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term</p>	<p>Speaking and listening linked to topic and current affairs</p> <p>Read & enjoy a range of stories linked to topic theme through regular class story time throughout the term</p>
Maths	<p>Place value and regrouping</p> <p>Counting on and back in ones, tens and hundreds</p> <p>Estimation, magnitude and rounding</p> <p>Measures – comparison, estimation and magnitude</p> <p>Mental fluency – addition, subtraction, fact families and applying the inverse</p> <p>Written addition</p> <p>Written subtraction</p> <p>Problem solving – worded problems</p> <p>Statistics – interpreting bar charts and tables</p> <p>Angles, right angles and estimation</p> <p>Perpendicular and parallel lines, vertical and horizontal lines</p> <p>2D shape – properties and drawing perimeter including problem solving using written and mental methods</p>	<p>Multiplication – 3,4 and 8 times tables including counting</p> <p>Division – 1, 2, 3, 4, 5 and 8 times tables</p> <p>Multiplication – strategy, associative and distributive laws</p> <p>Statistics – pictograms and scaled bar charts</p> <p>Multiplication and division worded problems</p> <p>Fractions – finding fractions of discrete and continuous quantities</p> <p>Ordering and comparing fractions</p> <p>Adding and subtracting fractions with the same denominator</p> <p>Fractions – problem solving with unit and non-unit fractions</p> <p>Multiplication – multiplying multiples of 10 and formal written multiplication</p>	<p>Division problem solving – sharing and grouping</p> <p>Division – two and three digit numbers by one digit numbers, including halving</p> <p>Multiplication, Division and Fractions – scaling and correspondence problems</p> <p>Division – long division</p> <p>Time – hours, minutes, seconds, days, weeks, months, years, telling the time (analogue and digital) and estimation, duration</p> <p>Securing the four operations with whole number including problem solving</p> <p>Place Value and Decimals – ten times greater and ten times smaller regrouping, estimation, comparing and rounding</p> <p>Measures – measuring and problem solving</p> <p>3-D Shape – building and identifying properties</p>

	<p>Fluency 2, 5 and 10 times tables Relationship between 2 and 4 times table Doubles and halves Place value – pictorial representation and regrouping Placing amounts on a number line Using 3 single digit cards to make three digit numbers and order them from smallest to largest Strategies for adding 2 digit and single digit numbers, explaining reasoning Column addition and subtraction – various Counting in multiples of 2, 5 and 10. Properties of shapes.</p>	<p>Fluency 2, 3, 4, 5 and 10 times table Relationship between 4 and 8 times table Column addition and subtraction – various strategies Arrays Finding missing amount Time Finding the sum of two and three digit numbers Finding fractions of numbers $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$ Angles Lines Perimeter</p>	<p>Fluency 2, 3, 4, 5, 8 and 10 times tables Fractions of numbers Addition and subtraction strategies Angles Lines Interpreting data</p>
<p>Science</p>	<p>Animals Including Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Rocks Compare and group together different kinds of rocks on the basis of their</p>	<p>Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a</p>	<p>Plants Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including</p>

	<p>appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>pollination, seed formation and seed dispersal</p> <p>Light and Shadow</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the sizes of shadows change.</p>
History	<p>The Stone Age</p> <p>In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the</p>	<p>The Bronze Age and Iron Age</p> <p>In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological</p>	<p>The Maya Civilisation</p> <p>In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at</p>

	<p>Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study. 	<p>evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing interpretations of evidence will be considered.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance. 	<p>conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance.
Geography	Earthquakes and Volcanoes	Climate and Weather	Our World

	<p>Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types. In the Big Finish, the children will make their own erupting volcano!</p> <p>Knowledge, Skills and Concepts:</p> <ul style="list-style-type: none"> • describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics. • learn about the 'Pacific Ring of Fire' 	<p>In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • identify the world's hottest, coldest, wettest and driest locations. 	<p>What is the world like? How can we describe where places are on Earth's surface? What do the lines of maps and globes mean? Why do we have night and day? What time is it where you are? What is the significance of latitude and longitude and how are they used?</p> <p>Knowledge, Skills and concepts:</p> <ul style="list-style-type: none"> • improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world.
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Art	<p>Colour Wheels Exploring primary, secondary and tertiary colours in a variety of mediums including coloured pencils, paint and oil pastels Thick, thin, long, short, smooth, cover, strokes</p> <p>Cave Paintings Exploring and analysing cave paintings from around the world Creating a background wash using watercolours Replicating and designing cave figures using oil pastels and charcoal Cuevo de los Manos inspired communal art using oil pastels, blending and shading Thick, thin, long, short, smooth, cover, strokes</p> <p>Christmas Cards Watercolour painting Paper craft - folding, cutting, scoring Colour mixing and filling geometric shapes Finding complementary colours Thick, thin, long, short, smooth, cover, strokes</p>	<p>Block Printing Exploring natural dyes used in the past. Exploring block printed designs. Design a block print form to be created on styrofoam and potatoes. Design a repeated block printed pattern. Create natural dyes to dye fabric. Block printing using homemade forms and fabric paint. Two-tone print, imprint, background, absorb, stencil, tie-dye, dye, dip, soak</p>	<p>Frida Kahlo study Learning about Frida Kahlo. Studying and analysing the work of Frida Kahlo - colours, techniques. Sketching facial features. Digital portrait photography using the iPads to create half and half portraits in the style of Frida Kahlo (link to study of plants in Science and History topic on Mayans). Use paints, coloured pencils, oil pastels focusing on tone to create the second half of the portrait.</p> <p>Rough, smooth, shine, dull, match, mirror, blemish, shadow, half, full, cover</p> <p>Mayan Mosaic Art Learning about Mayan mosaics. Exploring mosaic patterns and techniques. Exploring collages. Designing and creating individual mosaic masks Surround, focus, repeating pattern, overlap, centre</p>
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<p>D+T</p>	<p>Earthquake and Volcano Pop-Up Books Researching and discussing pop-up books - what do we like/dislike? Learning new skills: box fold, mouth fold, sliders, paper springs, lift-up flaps Designing a pop-up book for Year 1 age children Creating a pop-up book incorporating geographical knowledge Evaluating product Tape, fasten Sewing Learning new skills: threading a needle, knotting thread, running stitch, back stitch, cross stitch on binca Looking at hand-sewn Christmas decorations. Design two Christmas decorations - an initialled bauble and a 3D stuffed present Make Christmas decorations Oral evaluation of design and make process Stitch, running stitch, knot, needle, thread</p>	<p>Model Iron Age Village Research Iron Age houses - look at the development from Stone Age and Bronze Age dwellings. Design an Iron Age roundhouse, considering materials and construction methods. Create an Iron Age roundhouse and roof using Modroc, wood, hot glue, cardboard and hay. Researching museum model dioramas. Design figures and landscaping to be part of a model Iron Age village. Create figures and landscaping to be part of a model Iron Age village. Evaluation of design and create process. Skills: using Modroc, using the glue gun, construction using wooden matchsticks, thatching technique, papercraft, painting</p>	<p>Light Boxes Exploring simple electrical circuits. Designing and creating a simple electrical circuit. Explore bakery display - research trip to Wenzels. Design a light box that could be used for a bakery display. Using wood, glue and saws to create a light box. Evaluate complete light box, including the circuit. Cooking Tasting and evaluating different types of bread from around the world. Designing a loaf of bread. Creating a loaf of bread. Creating butter. Creating oat milk. Evaluating the cooking processes. How could these ingredients be used as part of a healthy diet? Skills: measuring ingredients, mixing, kneading, rolling out, churning, blending, straining.</p>
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			Hand kneading, knocking back, shaping, slicing with serrated blades, knife work for decoration
Music	<p>Glockenspiel 1 Content: Learning about the language of music through playing the glockenspiel Skills: Holding a beater. Explore dynamics of volume. Improvise with three notes. Read musical notation. Learn to play and read C, D, E and F. Learn to play 10 tunes. Perform and share.</p> <p>Let Your Spirit Fly Content: Explore R n B music Skills: Listen and appraise. Perform and share a song. Find the pulse.</p> <p>Christmas Production Learn a song and choreography. Perform and share.</p>	<p>Three Little Birds Content: Learn and perform Three Little Birds Skills: Listen and appraise Explore rhythm, pulse and pitch Improvise using voice Perform and share</p> <p>The Dragon Song Content: Children work together as a class to create their own performance of this folk song. Skills: Listen and appraise the song and other folk songs. Play instruments to support the chorus. Compose choreography to support the song.</p>	<p>Bringing Us Together Content: Learn and perform Bringing Us Together Study disco music Skills: Listen and appraise Musical activities using pitched and unpitched percussive instruments Compose a simple melody using rhythms and the notes D, E, G and A Perform and share</p> <p>Reflect and Rewind and Replay Content: Listen and appraise classical music (Morton, Herbert, Haydn) Skills: Listen and appraise Explore musical language in the context of different pieces</p>
	Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, notation, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, disco, stave, treble clef, crotchet, semibreve, minim		
Computing	Coding What is coding?	Touch Typing Introduce typing terminology.	Branching Databases

	<p>What is an algorithm? Using timers. Using repetition commands. Using selection (if/else). Debugging skills. Introducing variables. Design and create simple programmes.</p> <p>Online Safety Understanding safe passwords. To consider whether what we read on websites is true. To learn how to check whether information is accurate. To learn the meaning of age restrictions and PEGI restrictions.</p> <p>Spreadsheets What can we use spreadsheets for? Inputting and understanding information. To create pie charts and bar graphs. To use the 'more than', less than' and 'equal to' tools.</p>	<p>Understand the correct way to sit at the keyboard. Learn how to use the home, top and bottom row keys. Practice and improve typing with both hands.</p> <p>Emails Learn how to open and respond to an email. Learn how to write an email to someone, using an address book. Learn how to use email safely. Learn how to add an attachment to an email</p>	<p>To sort objects using just yes/no questions. To complete a branching database. To create a branching database.</p> <p>Graphing To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.</p> <p>Simulations To look at what simulations are. To explore a simulation. To analyse and evaluate a simulation.</p>
PSHE	<p>Relationships What makes a family? Features of family life. Different types of families. Personal boundaries.</p>	<p>Living in the Wider World What are rules and laws? The value of rules and laws. Human rights. The rights of the child.</p>	<p>Health and Wellbeing Health choices and habits. What affects feelings? Expressing feelings. Personal strengths and achievements.</p>

	<p>Safely responding to others. What to do if you feel unsafe. The impact of hurtful behaviour. Recognising respectful behaviour. The importance of self-respect, courtesy and politeness.</p> <p>No Outsiders project Texts: This Is Our House, Egg, The Truth About Old People, Beegu, We Are All Wonders, Planet Omar</p>	<p>Freedom and responsibilities. How is the internet used? Assessing information online (recap of Computing). Different jobs and skills. Job stereotypes. Setting personal goals. Media literacy and digital literacy.</p> <p>No Outsiders project Texts: This Is Our House, Egg, The Truth About Old People, Beegu, We Are All Wonders, Planet Omar</p>	<p>Managing and reframing setbacks. Risks and hazards. Safety in the local environment and unfamiliar places.</p>
PE indoor	<p>Bollywood Dance Express happy dynamics. Demonstrate physical skill – looking at the hands whilst dancing. Demonstrate Bollywood technique – 'mudras' and arm gestures. Demonstrate relationships -unison and canon. Create an illusion - 1 person with 6 arms.</p> <p>Gymnastics – Splashing Rivers Perform some basic jumps. Demonstrate shapes whilst in the air. Develop knowledge of 'take off'.</p>	<p>Gymnastics – Symmetrical Shapes Build strength through pushing and pulling motions. PERform with developing symmetry. Use a change of direction in between jumps. Copy and add to a shape. Find different ways to enter and exit apparatus.</p> <p>Dance – Magnets Demonstrate force and tension dynamics. Demonstrate connecting body part actions.</p>	<p>Swimming To perform correct front crawl arm action. To perform correct front crawl leg action. To breathe correctly with the face In and out of the water. To demonstrate 'push and glide'. Discuss safe self-rescue.</p>

	Develop knowledge of 'landing'. Change direction whilst jumping.	Develop relationships - away and towards. Develop relationships - contact.	
PE outdoor	<p>Striking and Exploring Strike a ball with some accuracy. Vary the speed and direction of a ball. Perform the basic skills needed for the games with control and consistency. Describe what is successful in their own and other's play. Develop understanding of distance and power when striking.</p> <p>Invasion - Hockey and Football Develop their dribbling skills with a stick and/or a ball. Use space within the pitch area. To develop knowledge of attacking whilst invading. Consolidate dribbling with a football. Attempt to keep possession whilst dribbling.</p>	<p>Passing for Possession Passing accurately. Catching a ball consistently. Passing a ball with speed. Passing a ball with control and technique. Consolidation of skills: chest pass, bounce pass, shoulder pass.</p> <p>Tennis External coach - Game On</p>	<p>Athletics To attempt to throw a shot putt using the rotation technique. To consolidate different throwing techniques. To attempt a javelin throw with correct technique. To be able to pass and receive a relay baton. Continually develop an awareness of distance.</p> <p>To improve speed over a short distance. To understand the concept of relay. To further develop jumping skills. To use problem solving skills.</p>
RE	<p>Sources of Wisdom Who was Jesus? What did he do? How do we know about him? What is the Trinity?</p>	<p>Symbols and Actions How is light symbolic in some religions? How and why are the same events celebrated differently in Christianity?</p>	<p>Identity and Belonging What is the Khalsa and why is it so important to many Sikhs? How do Sikhs welcome new babies?</p>

	<p>When Jesus left, what was the impact of Pentecost?</p> <p>What does the parable of the Good Samaritan mean today?</p> <p>Can you be a Christian without reading the Bible?</p> <p>The Diwali story.</p> <p>What are the main religions' holy books?</p> <p>How does the Ramayana guide Hindus?</p> <p>What do Muslims believe about the Qur'an?</p> <p>What is the significance of Christmas hymns?</p>	<p>What is the importance of the cross to Christians?</p> <p>What is Wudu and why do Muslims do this?</p> <p>What does sewa mean to Sikhs?</p> <p>How do Sikhs use the 5 Ks to show commitment to their faith?</p> <p>Beliefs and Practices</p> <p>Similarities and differences between Christian confirmations and Jewish Bar/Bat Mitzvahs.</p> <p>Why and how are saints remembered?</p> <p>Why do some people make pilgrimages?</p> <p>The Easter Story - why do Christians call the day Jesus died Good Friday?</p> <p>What is the significance of myrrh in the events of Christmas and Easter?</p> <p>Which is more important for Christians, Christmas or Easter?</p>	<p>Explore the tradition of naming Sikh boys Singh and Sikh girls Kaur.</p> <p>Why do some Muslims pray five times a day while others do not?</p> <p>How do the Five Pillars of Islam guide and support many Muslims in their daily lives?</p> <p>What is Hajj?</p> <p>Why are some Christian leaders called 'Father'?</p> <p>What makes a religious leader?</p> <p>Researching different faith communities.</p>
French	<p>C'est Moi!</p> <p>Consolidation of greetings.</p> <p>Introducing yourself - names.</p> <p>Counting to 20.</p> <p>Ages.</p> <p>Months.</p> <p>Birthdays.</p> <p>All About Moi (Tout Sur Moi!) poster.</p>	<p>Où habites-tu?</p> <p>Francophone countries.</p> <p>Country names.</p> <p>Nationalities - introduction to masculine and feminine.</p> <p>Where do you live?</p> <p>What language do you speak?</p> <p>Where do you not live?</p>	<p>Le Monde</p> <p>Introducing days of the week.</p> <p>Consolidating months of the year.</p> <p>Describing the weather.</p> <p>Develop confidence in speaking and listening to new vocabulary.</p>

		<p>What language do you not speak?</p> <p>Consolidation of skills in a written project.</p>	<p>Increasing our confidence in speaking and listening around topics studied to be able to understand more complex sentences and phrases.</p>
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