


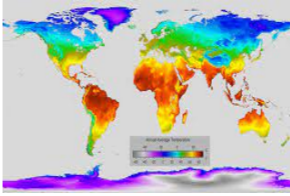






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Panic on Pudding Lane! 	Wonderful Weather 	Explorers 	Hot or Cold 	Where Do I Live? 	Island Home 
History / Geography	<p>The Great Fire of London</p> <p><u>EQ: Why was the Great Fire of London 'great'?</u></p> <p>1: When and where was the Great Fire of London? <i>Chronology</i> 2: What caused the Great Fire of London to start and what happened? <i>Chronology</i> 3: How do we know what happened in the Great Fire of London? <i>Evidence Significance</i> 4: Why did the Great Fire of London spread so quickly and which cause was most important? <i>Evidence</i> 5: How did the Great Fire of London change the city? <i>Connection Significance</i> 6: Why was the Great Fire of London 'great'? <i>Evidence</i></p> <p><i>cause, consequence, multiple causes/consequences, significance of events, date, before, after, at the same time, source, primary source, secondary source, different accounts</i></p>	<p>Physical Geography: Weather in the UK</p> <p><u>EQ: How does the weather change through the year?</u></p> <p>1: What countries, capital cities and surrounding seas would you find in the UK? How would you get from one to another (compass directions)? <i>Location</i> 2: What is the weather like in our country? What are seasons? <i>Processes</i> 3: How does the weather change through the year (measure through the year)? <i>Enquiry</i></p> <p><i>season, weather</i></p>	<p>Explorers</p> <p><u>EQ: Who made the biggest discovery of our world?</u></p> <p>1: What makes a person from history significant? What was the world like when we had no world map? <i>Chronology Significance</i> 2: Who was Marco Polo and how did they help us discover the world around us? <i>Chronology Significance</i> 3: Who was Ernest Shackleton and how did they help us discover the world around us? <i>Chronology Significance</i> 4: Who was Krystyna Liskiewicz and how did they help us discover the world around us? <i>Chronology Significance</i> 5: Who was Sir Rannulph Fiennes and how did they help us discover the world around us? <i>Chronology Significance</i> 6: Who made the biggest discovery of our world? <i>Significance Evidence Connection</i></p> <p><i>then, now, at that point, significance of people, before, after, at the same time</i></p>	<p>Physical Geography: Climate</p> <p><u>EQ: Where would you find hot and cold places in the world?</u></p> <p>1: What continents and oceans are there in the world? How would you get from one to another (compass directions)? <i>Location</i> 2: What is the difference between weather and climate? <i>Processes</i> 3: Where would you find hot and cold places (atlases and globes)? Is there a pattern for where you would find hot places and cold places? <i>Location Place Processes Enquiry</i> 4: What places have a similar climate to the UK? <i>Location Place Processes</i> 5: Where would you find hot and cold places in the world? <i>Location Enquiry</i></p> <p><i>hot, cold, Equator, North Pole, South Pole</i></p>	<p>Geographical Skills: The Local Area</p> <p><u>EQ: What geographical features are there in the local area?</u></p> <p>1: Where do we live? <i>Location</i> 2: What does the local area look like on an aerial photograph and on a plan? <i>Enquiry</i> 3: What is the difference between a physical feature and a human feature? <i>Processes</i> 4: What geographical features can we see in the local area? <i>Processes</i> 5: What route did we take on a map? <i>Enquiry</i> 6: How can we create our own maps of the local area using a key? <i>Enquiry</i> 7: What geographical features are there in the local area? <i>Processes Enquiry</i></p> <p><i>coast, river, physical feature, human feature, coast, house, office, harbour, shop</i></p>	<p>Place: Isle of Wight and Zanzibar</p> <p><u>EQ: Do the Isle of Wight and Zanzibar have more similarities or differences?</u></p> <p>1: Where in the UK is the Isle of Wight? Where in the world is Zanzibar? How would we get there from the UK? <i>Location</i> 2: Is the coast the same or different in the Isle of Wight and Zanzibar? <i>Place Processes</i> 3: Is the topography the same or different in the Isle of Wight and Zanzibar? <i>Place Processes</i> 4: Is the vegetation the same or different in the Isle of Wight and Zanzibar? <i>Place Processes</i> 5: Are settlements the same or different in the Isle of Wight and Zanzibar? <i>Place Processes</i> 6: Do the Isle of Wight and Zanzibar have more similarities or differences? <i>Place Enquiry</i></p> <p><i>beach, cliff, coast, forest, hill, mountain, valley, soil, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop</i></p>
Memorable Moments	Moment: Great Fire of London Drama Day	Moment: Nativity	Moment: Explorers Dress Up and Drama Day	Local Visit: Druitt Gardens (Science)	Moment: Training Mission Around the School	Moment: Exhibition of Work (Art, Geography, Science) Visit: Marwell Zoo

Maths

Number & Place Value: Numbers to 100

- 1: Counting to 100
- 2: Place Value
- 3: Comparing Numbers
- 4: Number Bonds
- 5: Number Patterns
- 6: Number Patterns

Calculations: Addition and Subtraction

- 1-4: Simple Adding
- 5: Adding With Renaming
- 6: Adding With Renaming
- 7-10: Simple Subtracting
- 11: Subtraction From Multiples of 10
- 12: Subtracting With Renaming
- 13: Subtracting With Renaming
- 14: Addition of Three Numbers

Calculations: Multiplication of 2, 5 and 10

- 1: Multiplication as Equal Groups
- 2-3: 2 Times Table
- 4-5: 5 Times Table
- 6-7: 10 Times Table
- 8: Multiplying by 2, 5 and 10
- 9: Multiplying by 2, 5 and 10
- 10: Solving Word Problems

Calculations: Multiplication and Division of 2, 5 and 10

- 1: Grouping
- 2: Sharing
- 3: Dividing by 2
- 4: Dividing by 5
- 5: Dividing by 10
- 6: Multiplication and Division
- 7: Solving Word Problems
- 8: Odd and Even Numbers

Measurement: Length

- 1: Measuring Length in Metres
- 2: Measuring Length in Centimetres
- 3: Comparing Length in Metres
- 4: Comparing Length in Centimetres
- 5: Comparing the Lengths of Lines
- 6: Solving Word Problems
- 7: Solving Word Problems
- 8: Solving Word Problems

Measurement: Mass

- 1: Measuring Mass in Kilograms
- 2: Measuring Mass in Grams
- 3: Measuring Mass in Grams
- 4: Comparing Mass of Two Objects
- 5: Comparing the Mass of Three Objects
- 6: Solving Word Problems
- 7: Solving More Word Problems

Measurement: Temperature

- 1: Reading Temperature
- 2: Estimating Temperature

Statistics: Pictograms

- 1: Reading Pictograms
- 2: Reading Pictograms
- 3: Reading Pictograms
- 4: Reading Pictograms
- 5: Reading Pictograms

Calculations: More Word Problems

- 1: Solving Word Problems
- 2: Solving Word Problems
- 3: Solving Word Problems
- 4: Solving Word Problems

Measurement: Money

- 1: Writing Amounts of Money
- 2: Counting Money Using Notes
- 3: Counting Money Using Coins
- 4: Counting Money
- 5: Showing Equal Amounts of Money
- 6: Exchanging Money
- 7: Comparing Amounts of Money
- 8: Calculating Total Amount
- 9: Calculating Change
- 10: Solving Word Problems

Geometry: 2D Shapes

- 1: Identifying Sides
- 2: Identifying Vertices
- 3: Identifying Lines of Symmetry
- 4: Making Figures
- 5: Sorting Shapes
- 6: Drawing Shapes
- 7: Making Patterns
- 8: Describing Patterns
- 9: Moving Shapes
- 10: Turning Shapes

Geometry: 3D Shapes

- 1: Recognising 3D Shapes
- 2: Describing 3D Shapes
- 3: Describing 3D Shapes
- 4: Grouping 3D Shapes
- 5: Forming 3D Structures
- 6: Making Patterns

Fractions: Fractions

- 1: Showing Equal Parts
- 2: Showing Half and Quarter
- 3: Showing Quarters
- 4: Showing Thirds
- 5: Naming Fractions
- 6: Making a Whole
- 7: Counting in Halves
- 8: Counting in Quarters
- 9: Counting in Thirds
- 10: Finding Part of a Set
- 11: Finding Part of a Set
- 12: Finding Part of a Set
- 13: Finding Part of a Quantity

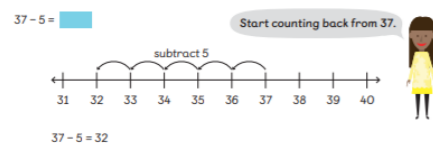
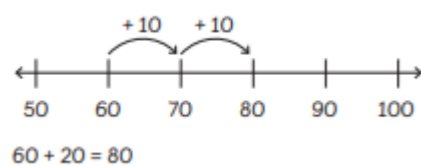
Measurement: Time

- 1: Telling and Writing Time to 5 Minutes
- 2: Telling and Writing Time
- 3: Sequencing Events
- 4: Drawing Clock Hands
- 5: Finding Durations of Time
- 6: Finding Ending Times
- 7: Finding Ending Times
- 8: Finding Starting Times
- 9: Comparing Durations of Time

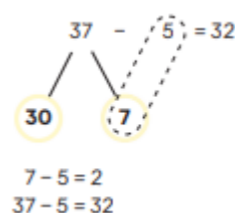
Measurement: Volume

- 1: Comparing Volume
- 2: Comparing Volume
- 3: Measuring Volume in Litres
- 4: Measuring Volume in Millilitres
- 5: Solving Word Problems
- 6: Solving Word Problems
- 7: Solving Word Problems

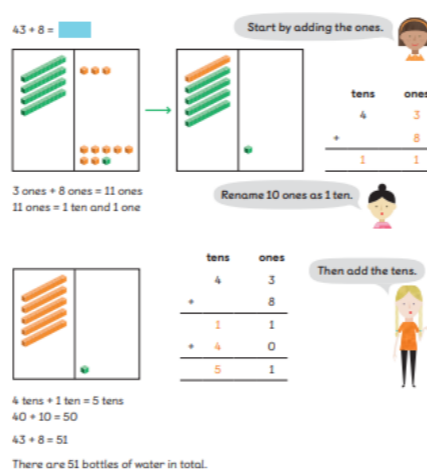
Counting On / Back in Ones and Tens



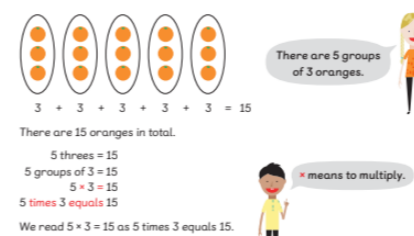
Partitioning



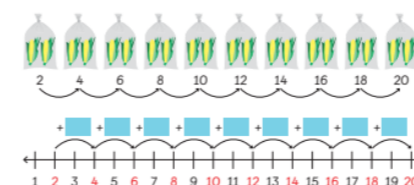
Formal Written Method - TO



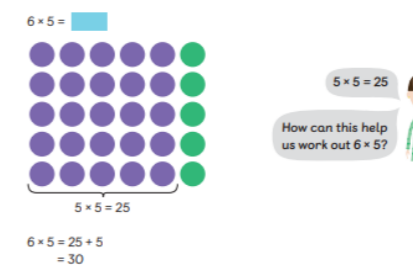
Equal Groups



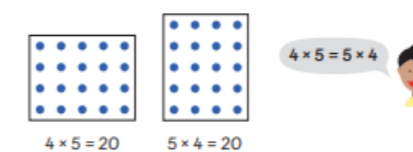
Multiplying and Dividing by 2, 5 and 10



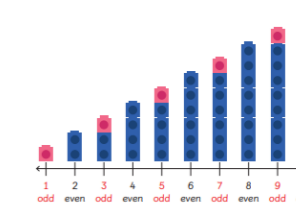
Associated Facts & Fact Families



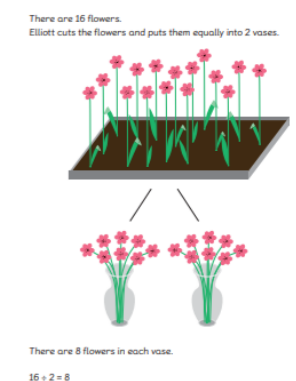
Commutativity







Odd and Even




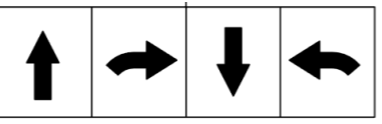

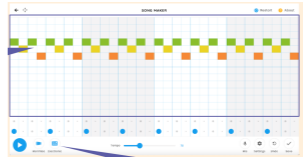
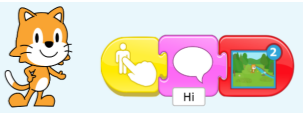

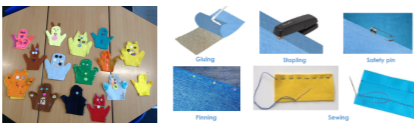
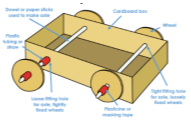
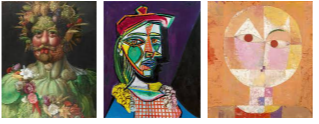


Grouping / Sharing



<p>English</p> <p>Writing</p>	<p>Genre Poetry</p> <p>Model Text Julian is a Mermaid</p> <p>Toolkit Poetry</p> <hr/> <p>Genre Narrative (Journey Story)</p> <p>Model Text The Way Back Home</p> <p>Toolkit Settings</p>	<p>Genre Non-Narrative (Persuasive Letter)</p> <p>Model Text The Journey Home</p> <p>Toolkit Dialogue</p> <hr/> <p>Genre Narrative (Description)</p> <p>Model Text The Lonely Christmas Tree</p> <p>Toolkit Openings and Endings</p>	<p>Genre Narrative (Journey Story)</p> <p>Model Text Around the World in 80 Days</p> <p>Toolkit Setting</p> <hr/> <p>Genre Narrative / Information Leaflet</p> <p>Model Text Rosie Revere, Engineer</p> <p>Toolkit Characterisation</p>	<p>Genre Narrative</p> <p>Model Text Tadpole's Promise</p> <p>Toolkit Description</p> <hr/> <p>Genre Non-Narrative (News Report)</p> <p>Model Text The House Held Up By Trees</p> <p>Toolkit Recount</p>	<p>Genre Poetry</p> <p>Model Text If The World Were</p> <p>Toolkit Poetry</p> <hr/> <p>Genre Letter / Recount (to Paddington About Easter / Benjamin Zephaniah)</p> <p>The Magic Finger</p>	<p>Genre Narrative</p> <p>Model Text The Day the Elephants Led the Parade</p> <p>Toolkit Description</p> <hr/> <p>Genre Instructions</p> <p>Model Text Marvellous Medicine</p> <hr/> <p>Genre Non-Narrative (Non-Chronological Report)</p> <p>Model Text The Big Five (Endangered Animals)</p> <p>Toolkit Information Texts</p>
<p>English</p> <p>Grammar & Punctuation</p>	<ul style="list-style-type: none"> • Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. • Use full stops and capital letters- most are correct. (This will be across a range of dictated and independent writing) • Mostly use exclamation and question marks accurately to demarcate sentences. 		<ul style="list-style-type: none"> • Use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer sky') • Use subordination (when, if, that, or, because). (Consistent use of both e.g. You need to pack your rain coat because it is going to rain later.) • Use capital letters for the personal pronoun I and for most proper nouns. 		<ul style="list-style-type: none"> • Use sentences with different forms: statements, questions, exclamations and commands. • Use coordination (using or, and, but) • Use present and past tenses correctly and consistently including the progressive form. • Use adjectives, adverbs and expanded noun phrases to add detail and specify. • Begin to use commas to separate items in a list. • Sometimes use apostrophes for singular possession. 	
<p>English</p> <p>Spelling</p>	<p>1: Phase 5 GPCs Including Polysyllabic Words 2: Homophones 3: Strategies at the Point of Writing, For Learning Words and Proofreading 4: Common Exception Words 5: High-Frequency Words 6: /ai/ Spelt 'i' in Common Exception Words</p>	<p>1: Strategies for Learning Words and Proofreading 2: Common Exception Words and Personal Words 3: Phase 5 GPCs That Are Not Secure 4: Homophones 5: /dʒ/ Sound Spelt 'ge' and 'dge' at the End of Words, and sometimes as 'g' Elsewhere in Words Before 'e', 'i' and 'y' 6: /s/ Sound Spelt 'c' Before 'e', 'i' and 'y' 7: /n/ Sound Spelt 'kn' and 'gn' at the Beginning of Words</p>	<p>1: Strategies at the Point of Writing, for Learning Words; Proofreading 2: /ai/ Sound Spelt 'y' 3: Common Exception Words and High-Frequency Words 4: Contractions 5: /l/ or /əl/ Sound Spelt '-le' at the End of Words and Following a Consonant 6: Adding Endings '-ing', '-ed', '-er', '-est' to Words Ending in 'e' With a Consonant Before It 7: Adding the Ending 'y' to Words Ending in 'e' With a Consonant Before It 8: /i:/ Sound Spelt 'ey' 9: Homophones and Near Homophones 10: /r/ Sound Spelt 'wr' 11: Adding '-ing', '-ed', '-er', '-est' and '-y' to Words of One Syllable Ending in a Single Consonant After a Single Vowel</p>	<p>1: /ɒ/ Spelt 'a' After 'w' and 'qu' 2: Strategies for Learning Spellings, at the Point of Writing, for Learning Words and Proofreading. 3: /ʒ/ spelt 's' 4: Homophones 5: Adding '-es' to Nouns and Verbs Ending in 'y' 6: The Possessive Apostrophe (Singular Nouns) 7: Adding Suffixes '-ful', '-less' and '-ly' 8: Contractions 9: Words Ending '-tion'</p>	<p>1: Strategies at the Point of Writing, Proofreading and for Learning Words 2: /l/ or /əl/ Sound Spelt '-el' at the End of Words 3: Adding Endings '-ing', '-ed', '-er', and '-est' to Words Ending in 'y' 4: /ɔ:/ Sound Spelt 'a' Before 'l' and 'll' 5: /ɔ:/ Sound Spelt 'ar' After 'w' 6: Suffixes '-ment' and '-ness' 7: Common Exception Words 8: /ɜ:/ Sound Spelt 'or' After 'w' 9: The Possessive Apostrophe 10: The /l/ or /əl/ Sound Spelt '-al' at the End of Words</p>	<p>1: Spellings and Concepts That Pupils Need to Secure 2: Homophones 3: /ʌ/ Sound Spelt 'o' 4: /l/ or /əl/ Sounds Spelt 'il' at the End of Words 5: Common Exception Words 6: Revision of All Content From the Year 2 Programme 7: Securing Spelling Strategies, at the Point of Writing, After Writing, Developing Proofreading and Checking Skills Including Using a Dictionary, and Learning Spellings</p>

<p>English Handwriting</p>	<p>Recap Year 1 Handwriting objectives 1: Joining to the Top 2: Joining from the Letter 'e' 3: Joining from the Letter 'i'</p>	<p>4: The Horizontal Join 5: The Size and Height of Letters 6: Joining from the Letter 'o' 7: Capital Letters 8: Joining to the Letter 'a'</p>	<p>9: Joining to the Letter 'r' 10: The Horizontal Join 11: Small Letters: Same Height and Size 12: Joining to the Letter 'r' 13: Joining to Ascenders</p>	<p>14: Joining from the Letter 'o' 15: Printing 16: Joining to / from the Letter 'c' 17: Writing the Letter 'g' 18: The Diagonal Join</p>	<p>19: The Two Ways of Joining the Letter 's' 20: Joining to the Letter 'y' 21: Joining to the Letter 'g' 22: The Four Handwriting Joins 23: Joining from the Letter 'w'</p>	<p>24: Correct Height and Size of Letters 25: Punctuation 26: Joining to / from the Letter 'i' 27: Joining to / from the Letter 's' 28: Joining from the Letter 'e'</p>
<p>English Phonics</p>	<p>Phonics (Little Wandle) Phase 2-5 Catch Up and Fluency Development</p>					
<p>English Whole Class Reading</p>	<p>This Is How We Do It The King of the Birds The Woodcutter and the Bear On Safari Poles Apart</p>	<p>Rabbit's Birthday Surprise The Mystery Man The Secret Little Blue, Big Blue The Singing Princess Count on Your Body</p>				
<p>Flexible transition from whole class phonics to whole class reading, as appropriate for the class. Focusing on developing word reading and subsequently the fluency and stamina of readers, ensuring children get sufficient practice (i.e. class repeated reading) at decoding and word reading in texts.</p>		<p>Ada Twist, Scientist Andrea Beaty</p> <p>Winter's Child Angela McAllister</p>	<p>The Shopping Basket John Burningham</p> <p>Fanatical About Frogs Owen Davey</p>	<p>The Pea and the Princess Mini Grey</p> <p>The Magic Finger Roald Dahl</p>	<p>George's Marvellous Medicine Roald Dahl</p> <p>Africa, Amazing Africa Atinuke</p>	
<p>English Text Study</p>	<ul style="list-style-type: none"> • Non-Fiction: Great Fire of London • Vlad and The Great Fire of London (Kate Cunningham) • The Great Fire of London (Emma Adams) • Lost and Found (Oliver Jeffers) • The Perfect Fit (Naomi Jones) • I Am Enough (Grace Byers) • Amazing Aeroplanes (Tony Mitton and Ant Parker) • Little People, Big Dreams: Amelia Earhart (Maria Isabel Sanchez Vegara) • Amelia Earhart (Libby Romero) 	<ul style="list-style-type: none"> • The Night the Reindeer Saved Christmas (Raj Kaur Khaira and Kasia Nowowiejska) • The Christmasaurus (Tom Fletcher) 	<ul style="list-style-type: none"> • Shackleton's Journey (William Grill) • Great Explorers (James Buckley) • Little People, Big Dreams: Ernest Shackleton (Maria Isabel Sanchez Vegara) • Amazing Women (Caryn Jenner) • Counting on Katherine (Helaine Becker) • Hidden Figures (Margot Lee Shetterly and Winifred Conkling) • How to Catch a Star (Oliver Jeffers) • Iggy Peck Architect (Andrea Beaty) 	<ul style="list-style-type: none"> • Old Enough to Save Our Planet (Loll King and Adelina Lirus) 	<ul style="list-style-type: none"> • Stories from Around the World • The Proudest Blue (Ibthihaj Muhannad and Hatem Aly) • The Invisible (Tom Percival) • The BFG (Roald Dahl) 	<ul style="list-style-type: none"> • The Big Book of Beasts (Barbara Taylor and Yuval Zommer) • African Tales • Leaf (Sandra Dieckmann) • Bloom
<p>English Let's Think in English</p>	<p>LTE: Rosie's Walk 'Rosie's Walk' by Pat Hutchins <i>frames of reference</i> What is it important to have in a story? What do you think is important that stories include? (Problem, villain).</p> <p>LTE: Crocodile 'The Selfish Crocodile' by Faustin</p>	<p>LTE: The Suitcase 'The Suitcase' by Chris Naylor-Ballestero <i>symbolic reasoning</i> Drawing activities and reflection based on previous thoughts.</p> <p>LTE: Fish is Fish 'Fish is Fish' by Leo Lionni</p>	<p>LTE: Journey 'Journey' by Aaron Becker <i>symbolic reasoning</i> If the boy was to draw something else, what might it be? Pick a few pages from the climax where she is saving the bird and add speech bubbles. Why do some characters do dangerous things for others? Link to real life - why do people do dangerous things for others?</p>	<p>LTE: Kids 'Kids' by Spike Milligan <i>intentions and consequences</i> Can you think of other stories / poetry where adults try to change the behaviour of children (Michael Rosen link)? Try reading the poem with different tones - performance poetry. (fluency building). Illustrate the Michael Rosen poetry. How do you see the girl and adult in the Michael Rosen poem?</p>	<p>LTE: Wild 'Wild' by Emily Hughes <i>symbolic reasoning</i> Role play different characters - what might they be thinking at these moments? Compare Wild to something else. How is it similar or different? Is Wild similar or different to fairy tales?</p> <p>LTE: Elise</p>	<p>LTE: The Wall 'The Wall' by John Agee <i>intentions and consequences</i> Write an account of how the wall came to be? Who built it and why? Would the world be better without the wall?</p> <p>LTE: Big Wolf and Little Wolf 'Big Wolf and Little Wolf' by Nadine</p>

	<p>Charles <i>classification</i> Surprising heroes, heroes who are not strong or big.</p> <p>LTE: Zog 'Zog' by Julia Donaldson and Axel Scheffler <i>classification</i> Breaking stereotypes.</p>	<p><i>frames of reference</i> Think about the reader as you write. What could we change or not change?</p> <p>LTE: Bear 'I Want My Hat Back' by Jon Klassen <i>narrative sequencing</i> Role play, question and answer sessions with the bear.</p>	<p>LTE: Quest 'Quest' by Aaron Becker <i>classification</i> Can you imagine an additional task that the boy and girl might complete on the quest? Where would the quest within the narrative? Is I want my hat back on a quest?</p> <p>LTE: Return 'Return' by Aaron Becker <i>frames of reference</i> Whole long bridging session from previous text, read, pause, reflect. What's changed for the girl? Can you imagine the transformation for the girl? Annotate the final image - what will her and her family be like at the end?</p>	<p>LTE: Dark 'Scared of the Dark' Poem <i>frames of reference</i> How do you decide which picture was most fitting? Other stories / poems set in the dark?</p>	<p>'The Visitor' by Antje Damm <i>symbolic reasoning</i> Different colours link to different feelings? Bridge to poem on slides within reflection questions. If you can't see a colour, how could you use other senses to describe it?</p>	<p>Brun-Cosme and Oliver Tallec <i>frames of references</i> Consider times where it was difficult to express their feelings to someone else. Consider the feelings and thoughts of others from another story. Bridge back to little creatures that appear? Link back to Grandma in Jullian and the mermaid - or Jullian looking in the mirror.</p>
<p>Science</p>	<p>Chemistry: Everyday Materials and Their Uses Materials - Properties - Uses</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p><i>materials, shape, suitability, solid, changes, properties, heat, insulators, conductors, forces, squashing, bending, twisting, stretching, reflective, similarities, differences, wood, metal, plastic, glass, brick, rock, paper, cardboard, uses</i></p>		<p>Biology: Animals, Including Humans Offspring - Animal Survival Needs - Diet - Exercise</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p><i>animal, human, adult, parent, young, offspring, water, food, air, exercise, hygiene, environment, fossil, skeleton, body, organs, diet, healthy, height, growth, weight</i></p>	<p>Biology: Living Things and Their Habitats Alive/Dead - Habitats - Food</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. 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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><i>living things, plants, animals, habitats, conditions, living, dead, alive, dark, light, water, damp, dry, micro-habitats, food, food chain, sources, food webs, producer, prey, predator, environment. local, protected, endangered, species, birds, reptiles, mammals, amphibians, fish</i></p>		<p>Biology: Plants Plant Growth - Plant Survival Needs</p> <ul style="list-style-type: none"> 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><i>plants, seeds, bulbs, mature, water, light, healthy, temperature, germinate, growth, reproduce, roots, flowers, petal, stem, insects, pollen, leaves, Sun</i></p>
<p>Computing</p>	<p>Online Safety and Wellbeing: 2</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp</p>	<p>Computing Systems and Networks: IT Around Us</p> <p>How is information technology used in the world around us?</p>	<p>Programming: Robot Algorithms</p> <p>What are algorithms?</p>	<p>Data and Information: Pictograms</p> <p>How can data be collected and organised?</p>	<p>Creating Media: Making Music</p> <p>How can media be added digitally for a purpose?</p>	<p>Programming: An Introduction to Quizzes</p> <p>What are algorithms?</p>

	<p>personal information, public, private</p> <p>Be Internet Alert honest, unreliable, suspicious, trustworthy</p> <p>Be Internet Secure password</p> <p>Be Internet Kind bullying</p> <p>Be Internet Brave emotion, feeling, positive, negative</p> <p>Be Internet Healthy</p>	 <p>Identifying IT and how its responsible use improves our world in school and beyond.</p> <p>information technology</p>	 <p>Creating and debugging programs, and using logical reasoning to make predictions.</p> <p>algorithm, predict</p>	 <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p>data, tally chart, attribute, pictogram, collect, present</p>	 <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p>	 <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p>code, program, test, debug</p>
<p>Art & Design / Design & Technology</p>	<p>Drawing / Sculpture: Architecture</p>  <p>Pattern Texture Line Form Space</p> <p>1: Inspiration: Christopher Wren 2: Techniques: Creating 3D Structures, Considering the Significance of Buildings (Restoring London as a Key World Centre After the Great Fire) 3: Techniques: Creating Pattern and Texture Using Pencil 4: Techniques: Using Line to Represent Form and Space - Drawing a Structure 5: Techniques: Shadow to Create 3D Objects 6: Creation: Own Piece</p>	<p>Textiles: Templates and Joining Techniques</p> <p>Design, make and evaluate a puppet (product) for a friend (user) for putting on a puppet show (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use talking and templates to show our design? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p>Mechanisms: Wheels and Axles</p> <p>Design, make and evaluate a transportation vehicle (product) for an explorer (user) for moving around in (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use talking and drawing to show our design? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p>Drawing / Painting: Portraits</p>  <p>Colour Pattern Line Shape Space</p> <p>1: Inspiration: Human Form, Giuseppe Arcimboldo, Pablo Picasso, Paul Klee 2: Techniques: Shape - Drawing Faces From Observation - Copy Half 3: Techniques: Space - Drawing Faces From Observation 4: Techniques: Colour - Warm and Cool Colours for Effect 5: Creation: Own Piece</p>	<p>Food: Preparing Fruit and Vegetables</p> <p>Design, make and evaluate a fruit salad (product) for their family (user) for enjoying eating healthily (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use talking to show our design? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p>Painting: Colour in Landscapes</p>  <p>Colour Line Space</p> <p>1: Inspiration: Photographs of African Landscapes, John Ndambo 2: Techniques: Drawing Landscapes Considering Space from Observation 3: Techniques: Mixing Colours (Warm and Cool Colours) 4: Creation: Own Piece</p>
<p>Music</p>	<p>Hands, Feet, Heart</p> <p>Unit Theme: South African Music Style of Main Song: Afropop</p>	<p>Ho Ho Ho</p> <p>Unit Theme: Festivals and Christmas Style of Main Song: Song with Rapping and Improvising</p>	<p>I Wanna Play in a Band</p> <p>Unit Theme: Playing Together in a Band Style of Main Song: Rock</p>	<p>Zootime</p> <p>Unit Theme: Reggae and Animals Style of Main Song: Reggae</p>	<p>Friendship Song</p> <p>Unit Theme: A Song About Being Friends Style of Main Song: Pop</p>	<p>Reflect, Rewind & Replay</p> <p>Unit Theme: The History and Language of Music Style of Main Song: Classical</p>
<p>R.E.</p>	<p>Special Clothes Do the clothes we wear matter?</p> <p>Sikhi faith traditions</p> <p>1: Communicate: What makes a set of clothes special?</p>	<p>Good News What does it feel like to receive 'good news'?</p> <p>Christian traditions</p> <p>1: Communicate: What does it feel like to receive good news?</p>	<p>Special Stories Why do we tell stories?</p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions</p>		<p>Creation (2) Who made the world?</p> <p>Christian traditions</p> <p>1: Communicate: What is a creator like?</p>	<p>Special Books What books are special for people?</p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions</p>

	<p>2: Apply: How can clothes affect our feeling of belonging?</p> <p>3: Inquire and Contextualise: What clothes are special to Sikhs?</p> <p>4: Inquire and Contextualise: What clothes are special to followers of other religious traditions?</p> <p>5: Evaluate: Do the clothes we wear matter?</p> <p>A: special, belonging B: C: khalsa (S), five Ks (S)</p>	<p>2: Apply: What is good news to different people?</p> <p>3: Inquire: Why do Christians believe Jesus was 'good news'?</p> <p>4: Contextualise: How do Christians respond to their belief in the 'good news' of Jesus?</p> <p>5: Contextualise: How do Christians respond to their belief in the 'good news' of Jesus? church visit</p> <p>6: Evaluate: What would be different if we didn't have good news?</p> <p>A: good news B: C:</p> <p>UC: Gospel (1): What is the good news Jesus brings?</p>	<p>Muslim traditions</p> <p>1: Communicate: What does it mean for a story to be special?</p> <p>2: Apply: How can stories teach us?</p> <p>3: Inquire and Contextualise: What stories are special to Christians?</p> <p>4: Inquire and Contextualise: What stories are special to Jews?</p> <p>5: Inquire and Contextualise: What stories are special to Jews?</p> <p>6: Inquire and Contextualise: What stories are special to Sikhs?</p> <p>7: Inquire and Contextualise: What stories are special to Hindus?</p> <p>8: Inquire and Contextualise: What stories are special to Buddhists?</p> <p>9: Inquire and Contextualise: What stories are special to Muslims?</p> <p>10: Evaluate: Why do we tell stories?</p> <p>A: special, remembering, storytelling B: C: parable (C)</p>		<p>2: Inquire: Who do Christians believe created the world?</p> <p>3: Contextualise: How do Christians act because they believe God created the world?</p> <p>4: Contextualise: How do Christians act because they believe God created the world?</p> <p>5: Evaluate and Apply: How can we be thankful for the world around us?</p> <p>A: creation B: C:</p> <p>UC: Creation (2): Who made the world?</p>	<p>Muslim traditions</p> <p>1: Inquire: What is 'special' to followers of religious traditions?</p> <p>2: Communicate and Apply: What books are special to me and to others?</p> <p>3: Inquire and Contextualise: What books are special to followers of religious traditions?</p> <p>4: Communicate and Apply: How are books special to people?</p> <p>5: Evaluate: Can a book represent what is special?</p> <p>A: special B: holy C: Bible (C), Tanakh (J), Guru Granth Sahib (S), Vedas (H), Tripitaka (B), Qur'an (M)</p>
P.E.	<p>Locomotion: Dodging</p> <p>The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge.</p> <p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p>	<p>Ball Skills: Hands 1</p> <p>The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point.</p> <p>Pupils will apply these skills in teams in various games and activities.</p>	<p>Ball Skills: Feet</p> <p>The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p>	<p>Ball Skills: Hands 2</p> <p>The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents.</p> <p>Pupils will further extend their understanding of why we need to be accurate when we throw.</p>	<p>Jumping</p> <p>The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps.</p> <p>Pupils will continue to develop their ability to apply jumping in games.</p>	<p>Health and Wellbeing</p> <p>The unit of work will consolidate pupils' understanding of agility, balance, and coordination, applying these elements of fitness in a variety of activities.</p> <p>Pupils will perform circuits, understanding how motivation can enhance performance.</p>
	<p>Gymnastics: Linking</p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p>	<p>Gymnastics: Pathways</p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p>	<p>Dance: Water</p> <p>The unit of work will challenge pupils to use their whole body when creating sequences of movements.</p> <p>Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.</p>	<p>Dance: Explorers</p> <p>The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression, and emotion to their performance.</p> <p>Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</p>	<p>Games for Understanding</p> <p>The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack.</p> <p>Pupils will apply these tactics as a team into games.</p>	<p>Team Building</p> <p>The unit of work will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role.</p> <p>Pupils will begin to develop and apply simple strategies to solve problems.</p>
P.S.H.E.	<p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> • Hopes and Fears for the Year • Rights and Responsibilities • Rewards and Consequences • Safe and Fair Learning Environment • Valuing Contributions • Choices 	<p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> • Assumptions and Stereotypes About Gender • Understanding Bullying • Standing Up for Self and Others • Making New Friends • Gender Diversity 	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> • Achieving Realistic Goals • Perseverance • Learning Strengths • Learning With Others • Group Cooperation • Contributing To and Sharing Success 	<p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> • Motivation • Healthier Choices • Relaxation • Healthy Eating and Nutrition • Healthier Snacks and Sharing Food 	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> • Different Types of Family • Physical Contact Boundaries • Friendship and Conflict • Secrets • Trust and Appreciation • Expressing Appreciation for Special Relationships 	<p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> • Life Cycles in Nature • Growing From Young To Old • Increasing Independence • Differences In Female and Male Bodies • Assertiveness • Preparing For Transition

	<ul style="list-style-type: none"> ● Recognising Feelings <p>> I can explain why my behaviour can impact on other people in my class.</p> <p>> I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<ul style="list-style-type: none"> ● Celebrating Difference and Remaining Friends <p>> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>> I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>> I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>> I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>> I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>> I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
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