



	Autumn term 1		Autumn term 2		Spring term 1		Spring term 2		Summer term 1		Summer term 2	
	7 weeks		7 weeks		5 weeks		5 weeks		6 weeks		7 weeks	
RE 'Come and See'	Beginnings	Signs and Symbols	Preparations		Book	Thanks Giving	Opportunities		Spread The Word	Rules	Treasures	
School theme	'Lights, camera, action!'				'Step back in time'				'Colourful Cultures'			
Topic focus	Superheroes				Great Fire of London				Australia			
English	Narrative- Myth- George and the Dragon Non-fiction -Newspaper		Narrative- Diary Non-fiction- Biography		Narrative- Descriptive writing Sammy the street dog Non-fiction- Biography		Narrative- Dialogue Narrative- View point Non-fiction- Persuasion - formal letter		Narrative- Myth- Tiddalick Non-fiction Non -chronological report		Narrative Descriptive- Rescuers Down Under Non-fiction – Instructions- Challah bread	
GPaS	Commas Word Classes Conjunctions Sentence Types				Word Classes Apostrophes Sentence Types Tenses Suffixes				Tenses Suffixes Consolidation			
Key texts	Traction Man stories Supertato The Twits		Superworm Newspaper Boy and Origami Girl		Mr Fawkes, the King and the Gunpowder Plot		The Great Fire of London: 350th Anniversary of the Great Fire of 1666		Diary of a wombat Diary of a baby wombat		Let's Celebrate!: Festival Poems from Around the World	
Mathematics	Place Value Addition and Subtraction		Multiplication and Division		Shape Multiplication and Division		Money Length and height		Position and Direction Problem Solving and Efficient Methods		Time Measurement Investigations	
Science	Animals, including humans  Find out about and describe the basic needs of animals. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Curriculum Links Real PE unit 6- Identify the 5 types of food that make up a balanced diet.  Making observations to name sort and organise.		Material  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. -Describe the simple physical properties of a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Living things and their habitats  Identify, group and classify. Explore and compare the differences between things that are living, dead. Identify that most living things live in habitats to which they are suited. Identify and name a variety of plants and animals in their habitats.  Curriculum Links Maths- measurement				Plants  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.  Comparative Fair test- changing one variable to see if it affects another.  Observation over time.		Crest Star Award  Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time. Perform simple comparative tests. Identify, group and classify.	



	<b>Pattern-seeking</b>  <b>Problem solving</b>					
<b>Computing</b>	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	<b>Data and information – Pictograms</b>	Creating media - Digital music	Programming B - Programming quizzes
<b>Geography</b>	The United Kingdom: Wales	The United Kingdom: Northern Ireland	. Mapping the World	Continents & Oceans	Australia  Locate Australia on maps and globes Locate the Equator Compare countries, size and continents Famous landmarks Weather report  Curriculum Links Science- Observe changes across the four seasons.	Climate
<b>History</b>	<b>Superhero nurses: Florence Nightingale and Mary Seacole</b>  Identify different ways in which the past is represented. Ask questions about the past. Use information to describe the past.  Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did.		<b>Great Fire of London</b> <b>Samuel Pepys</b> <b>John Evelyn</b>  Describe objects, people or events in history. Use timelines to order events or objects or place significant people.		<b>Communication and research</b> <b>William Caxton</b> <b>Tim Berners-Lee</b>  Changes within living memory. Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me	
<b>Art</b>	<b>Portraits</b>  Give reasons for his/her preferences when looking at art/craft or design work. Experiment with tones using pencils, chalk or charcoal.		<b>Observational drawings</b> <b>Buildings</b>  Experiment with tones using pencils, chalk or charcoal.  Curriculum links Maths- measurement cm, mm.		<b>Aboriginal art</b>  Give reasons for his/her preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times.	<b>Colour Chaos</b>  Represent things observed, remembered or imagined using colour/tools.
<b>Design Technology</b>	<b>Moving pictures</b>  Generate, develop, model and communicate his/her ideas.		<b>Model Houses</b>		<b>Aboriginal pebble designs</b>	<b>Bake ANZAC biscuits</b>  Recognise that food comes from plants or animals.



	Explore and use mechanisms e.g. levers, sliders, wheels and axles in his/her products.		Select from and use a wide range of materials and components. Choose materials and explain why they are being used depending on their characteristics.		Evaluate his/hers ideas and products against design criteria	Name and sort foods into the 5 groups. Prepare simple dishes safely and hygienically without using a heat source. Prepare a range of simple dishes using techniques.
<b>Music</b>	<p><b>Hands, feet, heart: Music from South Africa Jesus superhero!</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Begin to describe a piece of music using developing understanding of the interrelated dimensions of music. Improvise a simple rhythm using different instruments including the voice. Use tuned and untuned classroom percussion to improvise.</p>	<p><b>Ho Ho Ho</b></p> <p>Understand that structure describes how different sections of the music are ordered. Pulse, rhythm, pitch, texture, tempo, timbre, dynamics, structure.</p> <p>Curriculum Links Real PE Unit 5 Dance to link in with learning theme Copy a dance pattern Move to a beat Link a short series of dance sequences together</p>	<p><b>I wanna play in a band</b></p> <p>Use tuned and untuned classroom percussion to compose.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><b>Zoo time</b></p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music.</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>	Cross curricular-  Music and ICT	<p>Didgeridoo and multicultural music -oomwhacker orchestra</p> <p>Use tuned and untuned classroom percussion to compose.</p>
<b>PE</b>	<p>Gymnastics</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>	<p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>	<p>Dance</p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>Sending and Receiving</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	Athletics	<p>Striking and Fielding</p> <p>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>



PSHE and Citizenship	Being in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Identify their hopes and fears for this year. Understand the rights and responsibilities of being a member of their class and school. Listen to other people and contribute their own ideas.	Stereotypes. Bullying Friendships.	Choose a realistic goal. Persevere. Work as part of a team to create an end product. To know how to share success with other people.	Know what they need to keep their body healthy. To sort foods into the correct food groups and to know which foods the body needs every day to keep them healthy. Make healthy snacks.  Curriculum links DT- Prepare simple dishes safely and hygienically without using a heat source.	Identify the different members of their family. Identify some of the things that cause conflict with their friends.	Recognise cycles of life in nature. Understand the natural process of growing old. Recognise how their body has changed since they were a baby.
	Enrichment	Everdon	GFOL		Bugtopia	