



	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- Supertato Non-fiction –Newspaper - Supertato Oracy for Writing – Story Emporium		Persuasive Writing – Toy advert Creative Writing – Christmas Poetry - Diamantes		Narrative – Sammy Street Dog Non-fiction- Biography – Samuel Pepys Creative Writing		Persuasive Writing - Letter Oracy for Writing – Story Emporium Poetry – Fire Poems		Narrative- Myth- Tiddalick Non-chronological report – Fact Files Narrative – Back To The Outback		Recount - Trip Non-fiction – Instructions Poetry - Haiku	
GPaS	Commas Word Classes Conjunctions Sentence Types				Word Classes Apostrophes Sentence Types Tenses Suffixes				Tenses Suffixes Consolidation			
Key texts	Traction Man stories Supertato Marv and the Mega Robot		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		Addition and Subtraction Shape Mass, Capacity and Temperature Length and Height		Multiplication and Division		Multiplication and Division Addition and Subtraction Money		Fractions Time Multiplication and Division		Position and Direction Statistics Addition and Subtraction	
Science	Living things Identify, group and classify. Explore and compare the differences between things that are living, dead. Curriculum Links Maths- measurement		Habitats 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.		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.		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.		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.			



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



			Maths- measurement cm, mm		from different cultures and times.	
Design Technology		<p>Moving pictures</p> <p>Generate, develop, model and communicate his/her ideas. Explore and use mechanisms e.g. levers, sliders, wheels and axles in his/her products.</p>		<p>Model Houses</p> <p>Select from and use a wide range of materials and components. Choose materials and explain why they are being used depending on their characteristics.</p>	<p>Aboriginal pebble designs</p> <p>Evaluate his/hers ideas and products against design criteria</p>	<p>Bake ANZAC biscuits</p> <p>Recognise that food comes from plants or animals. 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.</p>
Music	<p>Hands, feet, heart: Music from South Africa Jesus superhero!</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>Ho Ho Ho</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>I wanna play in a band</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>Zoo time</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>	<p>Cross curricular- Music and ICT</p>	<p>Didgeridoo and multicultural music -oomwhacker orchestra</p> <p>Use tuned and untuned classroom percussion to compose.</p>
PE	<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.</p>	<p>Yoga</p> <p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>Team Building</p> <p>In this unit pupils develop their teamwork skills. They develop key skills or communicating and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honest and fair play. They also begin to use basic map skills.</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</p>	<p>Athletics</p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<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>



	Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.			rules to keep themselves and others safe.		
PSHE and Citizenship	<p>Being in my world</p> <p>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.</p>	<p>Celebrating Differences</p> <p>Stereotypes. Bullying Friendships.</p>	<p>Dreams and Goals</p> <p>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.</p>	<p>Healthy Me</p> <p>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.</p> <p>Curriculum links DT- Prepare simple dishes safely and hygienically without using a heat source.</p>	<p>Relationships</p> <p>Identify the different members of their family. Identify some of the things that cause conflict with their friends.</p>	<p>Changing Me</p> <p>Recognise cycles of life in nature. Understand the natural process of growing old. Recognise how their body has changed since they were a baby.</p>
Enrichment			Everdon	Mini Meadows		