



SUBJECT	AUTUMN TERM	SRPING TERM	SUMMER TERM
R.E.	Beginnings Judaism Signs & Symbols Preparations	Books Thanksgiving Opportunities	Islam Spread the Word Rules Treasures
Literacy - Writing Genres	Poetry Narrative: Book based on diversity Biography: Black History Month Stories from other cultures Christmas Narrative: Scene and settings	Author Study: International Women's Day Report writing: Holocaust Narrative: Character descriptions Explanation Texts: Science	Persuasive Texts: Linked to looking after our world (Earth Day) Instructions Diaries: inspirational people who look after the world Letter: Aspiration week- To aspirational person Poetry: Beauty of our world
Numeracy	Place value Addition and subtraction Geometry – properties of shape	Measurement – Money Multiplication and division Measurement – Length and height Measurement – Mass, capacity & temperature	Fractions Measurement – Time Statistics Geometry – position and direction
Science	<ul style="list-style-type: none"> Uses of Everyday Materials <ul style="list-style-type: none"> distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Famous Scientists <ul style="list-style-type: none"> find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. 	<ul style="list-style-type: none"> Animals including humans <ul style="list-style-type: none"> name and locate parts of the human body, including those related to the senses and describe them describe the basic needs of animals for survival and the main changes as offspring from young animals, including humans, grow into adults group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene describe the basic needs of animals, including humans, for survival (water, food and air) <u>Vocab:</u> egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep 	<ul style="list-style-type: none"> Living things & habitats <ul style="list-style-type: none"> identify whether things are alive, dead or have never lived explore and compare the differences between things that are living, dead, and things that have never been alive name different plants and animals and describe how they are suited to different habitats 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 micro-habitats 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 <u>Vocab:</u>

		<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> Habitat: A natural environment or home of a variety of plants and animals Micro-habitat: A very small habitat, for example for woodlice under stones, logs or leaf litter Plants describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature 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 <u>Vocab:</u> bulbs, germination, reproduction (questions that recognise growth), growth, survival
Art & Design	Drawing: Tell a story <ul style="list-style-type: none"> Developing knowledge of drawing materials to explore mark making with charcoal and experiment with creating texture. To explore and experiment with mark-making to create textures. Drawing a favourite soft toy from observation, adding texture by applying mark-making skills Developing new character illustrations, applying skills with line and mark making to add expression and detail. Making concertina books to illustrate with scenes for characters using mark making drawing techniques. 	Painting: Colour creations <ul style="list-style-type: none"> To be able to identify colours and the objects that are associated with them. To be able to identify primary colours. To be able to mix primary colours to create secondary colours. To be able to create light and dark shades of colour. To be able to produce art based on the work of Kandinsky. 	3D: Clay houses <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
Design & Technology	Cooking and nutrition: A balanced diet <ul style="list-style-type: none"> Name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Think of four different wrap ideas, considering flavour combinations. 	Structures: A sturdy chair <ul style="list-style-type: none"> Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. 	Textiles: Pouches <ul style="list-style-type: none"> Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together.

	<ul style="list-style-type: none"> Construct a wrap that meets the design brief and their plan. 		<ul style="list-style-type: none"> Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable. 		<ul style="list-style-type: none"> Decorate their pouch using the materials provided. 	
Geography	Our World Locational knowledge <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify continents and oceans 		What's it like in Africa? (Non-European study) Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Geographical skills and fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify continents and oceans 		Mapping skills and fieldwork – parks Geographical skills and fieldwork <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
History	Explorers [Christopher Columbus and Neil Armstrong] The lives of significant individuals in the past who have contributed to national and international achievements – some should be used to compare aspects of life in different periods <ul style="list-style-type: none"> To understand what an explorer is To use sources to find out about an explorer To ask questions about explorers To compare explorers from different times (Christopher Columbus & Neil Armstrong). Assessment: Which explorer was the most important? Remembrance Day events beyond living memory that are significant nationally		The Titanic Events beyond living memory that are significant nationally <ul style="list-style-type: none"> To understand what life was like in 1912, was it the same for everyone? To learn how the unsinkable Titanic sank To explore how the Titanic sank To explore why more people weren't saved from the Titanic Assessment – What are the best ways of stopping disasters such as the Titanic ever happening again? 		Rosa Parks & Emily Davison The lives of significant individuals in the past who have contributed to national and international achievements – some should be used to compare aspects of life in different periods [Rosa Parks and Emily Davison] significant historical people in their own locality <ul style="list-style-type: none"> To understand what equality is To understand who Rosa Parks was To understand who Emily Davison was To identify similarities and differences between Rosa Parks and Emily Davison To identify the impact of Rosa Parks and Emily Davison Assessment – who had the greatest impact and why? 	
Music	Charanga: Hands, feet, heart	Charanga: ho, ho, ho heart	Charanga: I wana play in a band	Charanga: Zoo time	Charanga: Friendship song	Charanga: Reflect, rewind, replay
P.H.S.E. & R.S.E.	Core Theme: Relationships		Core Theme: Living in the wider world		Core theme: Health & Wellbeing Physical health & mental wellbeing	

	Families & friendships Safe relationships Respecting ourselves & others		Belonging to a community Media literacy & digital resilience Money & work		Growing & changing Keeping safe	
I.T.	COMPUTING SYSTEMS AND NETWORKS Information technology around us Online safety	CREATING MEDIA	PROGRAMMING A	DATA AND INFORMATION	CREATING MEDIA	PROGRAMMING B
P.E. (Complete PE)	Linking Dodging	Pathways Hands 1	Water Feet 1	Hands 2 Explorers	Games for understanding Jumping 1	Team building Health & wellbeing