

## Where children flourish

Value of the term 23-24	Forgiveness	Happiness	Cooperation	Determination	Curiosity	Peace
22-23	Respect	Patience	Honesty	Hope	Wisdom	Trust
21-22	Forgiveness	Happiness	Cooperation	Determination	Curiosity	Peace
TERM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<b>Maths (CH/ED)</b>	Numbers to 100	Problem Solving	Multiplication and Division	Properties of Shape	Weight, Volume and Temperature	Consolidation
	Addition and Subtraction	Multiplication and Division	Statistics	Fractions	Consolidation	Problem Solving
	Money	Describing Movement	Length and Height	Time	<b>SATS</b>	
	Multiplication					
<b>English (CH/ED)</b>	<b>Journey</b> - Write a narrative - Setting description	<b>The Journey Home</b> - Innovate a story - Fact file - Postcard	<b>The House Held Up by Trees</b> - Instructions - Descriptive non-fiction report.	<b>Tadpole's Promise</b> - Innovate a narrative - Setting description - Speech	<b>Ocean Meets Sky</b> - Fantasy narrative - Setting and character descriptions - Dialogue	<b>The Great Fire of London</b> - Diary entry - Guide to London landmarks
	<b>Lights On Cotton Rock</b> - Innovate a narrative - Character description (writing in role)	<b>Polar Express</b> - First person narrative - Letter	<b>The Bear and the Piano</b> - Sequence a story - Innovate a narrative	<b>The Owl and the Pussycat</b> - Poetry - Letter - Instructions	<b>A Walk in London (Geography link to fieldwork)</b> - Guide book	<b>The Dragon Machine</b> - Innovate a narrative - Dragon guide - Descriptions

			- Letter (writing in role)		- Recount of a local walk	
<b>Science (ED)</b>	Animals inc. humans -animal offspring -that animals need water, food and air -importance of healthy food and exercise for humans	Use of everyday Materials -identify and compare the suitability of materials for different uses -manipulating solid objects (squashing, bending, twisting)		Plants -how seeds and bulbs grow - discover what plants needs to grow healthy	Living things and their habitats -things that are living, dead and have never been alive -habitats - simple food chains	
<b>Working Scientifically</b>	Ask simple questions and recognise they can be answered in different ways. -Observe closely using simple equipment. -Perform simple tests. -Identify and classify. -Use observations and ideas to suggest answers to questions. -Gather and record data to help answer questions					
<b>PE (ED)</b>	To perform dances using simple movement patterns.  <b>Personal Coordination:</b> <b>Floor movement patterns</b> <b>Static balance: 1 leg standing</b>	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  <b>Social Dynamic balance to agility</b>	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  <b>Cognitive Dynamic balance</b> <b>Static balance: small base</b>	To participate in team games, developing simple tactics for attacking and defending  <b>Creative Coordination; ball skills</b> <b>Counter balance in pairs</b>	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  <b>Physical Coordination with equipment</b>	To participate in team games, developing simple tactics for attacking and defending  <b>Health and Fitness Agility: Ball chasing</b> <b>Static balance: Floor-work</b>

		<b>Static balance: seated</b>			<b>Agility: Reaction and response</b>	
<b>RE (CH/ED)</b>	<b>Religion: Christianity -</b> What did Jesus Teach us?	<b>Religion: Christianity -</b> Jesus as a gift from God	<b>Religion: Judaism -</b> Passover	<b>Religion: Christianity -</b> Resurrection	<b>Religion: Islam –</b> Prayer at home	<b>Religion: Islam –</b> Community and Belonging
	KQ: Is it possible to be kind to everyone all of the time?	KQ: Why do Christians believe that God gave Jesus to the world?	KQ: How important is it for Jewish people to do what God asks them to do?	KQ: How important is it to Christians that Jesus came back to life after the crucifixion?	KQ: Does prayer at regular intervals help a Muslim to in their everyday life?	KQ: Does going to a mosque give Muslims a sense of belonging?
<b>ICT (CH/ED)</b>	<b>Robot Algorithms</b>		<b>Computing Systems and Networks</b> IT around us		<b>Programming quizzes</b>	
	Creating and debugging programmes and using logical reasoning to make predictions		<b>Data and Information</b> Pictograms		Designing algorithms and programmes that use events to trigger sequences of code to make an interactive quiz.	
	E-safety		E-safety		E-safety	
<b>History (CH)</b>	<b>The Wright Brothers – First Powered Flight</b> Know and use words that describe the passing of time. • Use a simple timeline to put events in chronological order. • Know when the event/s happened. • Know what happened.		<b>Florence Nightingale and Mary Seacole</b> Know and use words that describe the passing of time. • Use a simple timeline to put events in chronological order. • Identify and explain how life was different in the past.		<b>Industrialisation and Isambard Kingdom Brunel</b> Know and use words that describe the passing of time. • Use a simple timeline to put events in chronological order. • Identify features of change and progress in national life.	

	<ul style="list-style-type: none"> <li>• Know why these events were significant and the impact they had on modern life.</li> <li>• Use artefacts and sources to answer questions about an historical event.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why people from the past are significant and the impact they had on modern life.</li> <li>• Know how to use artefacts to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why people from the past are significant and the impact they had on modern life.</li> <li>• Know how to use artefacts and sources to answer questions about the past.</li> <li>• Ask simple questions to find out about the past</li> </ul>
<b>Historical skills</b>	<p>Use key historical vocabulary.</p> <ul style="list-style-type: none"> <li>• Put people and events in chronological order on a simple timeline.</li> <li>• Compare how life was similar and different during different periods in history.</li> <li>• Select information to demonstrate an understanding of key features of events.</li> <li>• Understand some of the ways in which we can find out about the past.</li> <li>• Ask simple questions about historical people and events.</li> <li>• Begin to understand aspects of change and progress in national life.</li> </ul>		
<b>Geography (CH)</b>	<p><b>Countries and Continents</b></p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography including types of settlement and land use.</li> </ul>	<p><b>Geographical Differences</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. <ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</li> </ul> </li> </ul>	<p><b>Local fieldwork</b></p> <p>Use simple fieldwork and observational skills to study the geography of their school and the grounds and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>• Use simple compass directions and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</li> <li>• 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.</li> </ul>

		map; and use and construct basic symbols in a key	
<b>Geographical skills</b>	<p>Ask their own Geographical questions such as: “Where is it?” “What’s it like?”</p> <ul style="list-style-type: none"> <li>• Make appropriate observations about why things happen.</li> <li>• Make simple comparisons between features of different places.</li> <li>• Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. Use North, South, East, West.</li> <li>• Draw a map of a real or imaginary place. EG: Add detail to a sketch map from an aerial photograph.</li> <li>• Begin to understand the need for a Key on a map. Use class agreed symbols to create a simple Key.</li> <li>• Follow a route on a map and use an Infant Atlas to locate places.</li> <li>• Begin to spatially match places. EG: Identify the UK on a small and larger scale map.</li> </ul>		
<b>Art (ED)</b>	<p>Printing with objects using mono printing Autumn Art</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>• to use drawing to develop and share their ideas, experiences and imagination</li> <li>• to use printing to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Abstract Art Colour and Line</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Drawing Self Portraits</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing to develop and share their ideas, experiences and imagination</li> <li>• to use painting to develop and share their ideas, experiences and imagination</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

<b>DT (ED)</b>		Textiles Christmas decoration		Moving Vehicles Design and make a vehicle	Food Making pizzas	Making animal homes from everyday objects and materials (Science Materials and living things and habitats Link)
<b>Music (CH)</b>	<p><b>Water (pitch):</b> LO: To explore the inter related dimensions of music through performance and song</p> <p>LO: I can explore sounds of the sea using voices and instruments</p> <p>LO: I can explore the correlation between pitch and high/low notation.</p> <p>LO: I can understand the difference between pulse and rhythm and to compose a song</p> <p>LO: I can use voices creatively and expressively when singing songs</p> <p>LO: I can keep a steady pulse and to play rhythms together</p> <p>LO: I can sing expressively</p>		<p><b>Animals (rhythm)</b> LO: To feel and internalise the pulse/beat To identify the strong beat and demonstrate with an action/clapping</p> <p>LO: I can echo a rhythm</p> <p>LO: I understand the difference between pulse and rhythm LO: I can compose, read and perform a simple rhythmic pattern</p> <p>LO: I can read and perform a four-bar notated rhythm</p>		<p><b>Chronology:</b> LO: I can listen and respond to music from the Renaissance era verbally and through dance and compare different types of music from the Renaissance era.</p> <p>LO: I can listen and respond to music from the Baroque period and recognise some of the instruments of the period.</p> <p>LO: I can explore and creatively respond to a well-known piece of music from the Romantic Period.</p> <p>LO: I can listen with focus and understanding to a well-known piece of Nationalistic music.</p> <p>LO: I can explore, recognise and respond to features of a piece of music from the 20<sup>th</sup> century.</p> <p>LO: I can compose and perform a piece of music using sampled sound.</p>	

	<p><b>T1-Harvest performance</b></p> <p><b>T2- Nativity</b></p>	<p><b>T4- Hear my voice- KS1 singing performance</b></p> <p><b>T4- Easter Performance</b></p>				
<p><b>PHSE (ED)</b></p>	<p><b>Being Me in My World</b></p> <p>To identify their special people (family, friends, carers), what makes them special</p> <p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>	<p><b>Celebrating Difference</b></p> <p>To identify and respect the differences and similarities between people</p> <p>To know that they belong to different groups and communities such as family and school</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p>	<p><b>Dreams and Goals</b></p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights</p>	<p><b>Healthy Me</b></p> <p>To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>To make real, informed choices that improve their physical and emotional health</p> <p>To know that household products, including medicines, can be harmful if not used properly</p> <p>To know the importance of, and how to, maintain personal hygiene</p>	<p><b>Relationships</b></p> <p>To recognise that their behaviour can affect other people</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p><b>Changing Me</b></p> <p>To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p>

				To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading		