



TERM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Maths	Numbers to 100 (3 weeks)	Shape (2 weeks)	Multiplication & Division (1.5 weeks)	Fractions (1 week)	Revision & Assessment	Consolidation & Repeated units
	Addition & Subtraction (4 weeks)	Money (2 weeks)	Length & Height (1 week)	Time (2 weeks)		
		Multiplication & Division (2 weeks)	Mass, Capacity & Temperature (2 weeks)	Statistics (2 weeks)		
			Fractions (2 weeks)	Position & Direction (1 week)		
English	Peace on Earth	The Comet	Last Stop on Market Street	Poetry Prompts	The Proudest Blue	Dear Earth
	Toys in Space	A Walk Around London	The Bear and the Piano	Tadpole's Promise		The Dragon Machine
	Little Red		- Sequence a story	- Innovate a narrative		
	Expanded noun phrases	- Performance poetry		- Setting description		

	Narrative	- Travel guide	- Innovate a narrative - Letter (writing in role)	- Speech		
Science (Developing Experts)	Animals inc. Humans 1 – Heath & Survival	Animals inc. Humans 2 – Life Cycles	Everyday Materials	Living things and their habitats	Living things and their habitats - Habitats from around the world	Plants
Working Scientifically	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					
PE	Football	Gymnastics Dodgeball	Dance Badminton	Orienteering Gymnastics 2	Tennis Basketball	Athletics Cricket

RE	Religion: Christianity - What did Jesus Teach us?	Religion: Christianity - Jesus as a gift from God	Religion: Judaism - Passover	Religion: Christianity - Resurrection	Religion: Islam – Prayer at home	Religion: Islam – 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?
ICT	Information and technology around us		Robot Algorithms		Programming quizzes	
	Digital Photography		Pictograms		Making music	
History	What impact did Mary Seacole and Florence Nightingale have on nursing?		What was Brunel's legacy in Bristol?		How has seafaring changed over time and why?	
	Know and use words that describe the passing of time. · Use a simple timeline to put events in chronological order.		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.		Pupils will compare and contrast The Matthew (used by John Cabot to cross the Atlantic) with the SS Great Britain (designed by Isambard Kingdom Brunel). They will learn about the ways	

	<ul style="list-style-type: none"> · Identify and explain how life was different in the past. · Know why people from the past are significant and the impact they had on modern life. · Know how to use artefacts to answer questions about the past. 	<ul style="list-style-type: none"> · Know why people from the past are significant and the impact they had on modern life. · Know how to use artefacts and sources to answer questions about the past. · Ask simple questions to find out about the past 	<p>in which these ships were used during their lifetime will look at similarities and differences between passengers experiences.</p>
Historical skills	<p>Use key historical vocabulary.</p> <ul style="list-style-type: none"> · Put people and events in chronological order on a simple timeline. · Compare how life was similar and different during different periods in history. · Select information to demonstrate an understanding of key features of events. · Understand some of the ways in which we can find out about the past. · Ask simple questions about historical people and events. · Begin to understand aspects of change and progress in national life. 		
Geography	What is different between the North and South Poles?	Where are the hot climates in the World?	How is life different in Jamaica?
Geographical skills	<p>Ask their own Geographical questions such as: "Where is it?" "What's it like?"</p> <ul style="list-style-type: none"> · Make appropriate observations about why things happen. · Make simple comparisons between features of different places. · Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. Use North, South, East, West. · Draw a map of a real or imaginary place. EG: Add detail to a sketch map from an aerial photograph. · Begin to understand the need for a Key on a map. Use class agreed symbols to create a simple Key. · Follow a route on a map and use an Infant Atlas to locate places. 		

	· Begin to spatially match places. EG: Identify the UK on a small and larger scale map.		
Art	<p>Printing with objects using mono printing</p> <p>Autumn Art</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> · to use drawing to develop and share their ideas, experiences and imagination · to use printing to develop and share their ideas, experiences and imagination · to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · 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 	<p>Abstract Art</p> <p>Colour and Line</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> · to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · 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. 	<p>Drawing</p> <p>Self Portraits</p> <ul style="list-style-type: none"> · to use a range of materials creatively to design and make products · to use drawing to develop and share their ideas, experiences and imagination · to use painting to develop and share their ideas, experiences and imagination · to use sculpture to develop and share their ideas, experiences and imagination · to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · 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.

DT		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)
Music	Harvest Performance Christmas Performance and singing		Water (pitch): LO: To explore the inter related dimensions of music through performance and song LO: I can explore sounds of the sea using voices and instruments LO: I can explore the correlation between pitch and high/low notation.		Chronology: 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. LO: I can listen and respond to music from the Baroque period and recognise some of the instruments of the period.	

			LO: I can understand the difference between pulse and rhythm and to compose a song	LO: I can explore and creatively respond to a well-known piece of music from the Romantic Period.		
			LO: I can use voices creatively and expressively when singing songs	LO: I can listen with focus and understanding to a well-known piece of Nationalistic music.		
			LO: I can keep a steady pulse and to play rhythms together	LO: I can explore, recognise and respond to features of a piece of music from the 20 th century.		
			LO: I can sing expressively	LO: I can compose and perform a piece of music using sampled sound.		
	T1-Harvest performance T2- Nativity		T4- Hear my voice- KS1 singing performance T4- Easter Performance			
PHSE	Being Me in My World To identify their special	Celebrating Difference To identify and respect the	Dreams and Goals To know that people and	Healthy Me To know what constitutes, and how to	Relationships To recognise that their behaviour can	Changing Me To know rules for and ways of keeping

	<p>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>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>other living things have rights and that everyone has responsibilities to protect those rights</p>	<p>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,</p>	<p>affect other people</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>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>
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				<p><i>maintain personal hygiene</i></p> <p><i>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</i></p>		
<i>Trips and Events</i>	<i>Harvest Performance</i>	<i>Christmas performance</i> <i>Whole school pantomime visit</i>	<i>World Book Day</i> <i>Gymnastics Festival</i>	<i>Can you hear my voice - singing performance</i>	<i>RE trip to a Mosque</i>	<i>Athletics Festival</i> <i>Sports Day</i> <i>SS Great Britain trip to</i>

		Bench ball Festival		Explorer Dome and Science Week Easter performance		link with Isambard Kingdom Brunel.
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