

<u>TERM</u>	<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	The Cafe at the Edge of the woods	The Proudest Blue	Dear Earth
	Toys in Space	A Walk Around London	Meerkat Mail - Sequence a story - commas in a list, tenses - Writing a postcard	Diary entry Commas in a list Apostrophes		The Dragon Machine
	Little Red	- Performance poetry		Tadpole's Promise - Innovate a narrative - Setting description - Speech		
	Expanded noun phrases	- Travel guide				
	Narrative					

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	<p>Ask simple questions and recognise they can be answered in different ways.</p> <ul style="list-style-type: none"> -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	<p>Religion: Christianity - What did Jesus Teach us?</p> <p>KQ: Is it possible to be kind to everyone all of the time?</p>	<p>Religion: Christianity - Jesus as a gift from God</p> <p>KQ: Why do Christians believe that God gave Jesus to the world?</p>	<p>Religion: Judaism - Passover</p> <p>KQ: How important is it for Jewish people to do what God asks them to do?</p>	<p>Religion: Christianity - Resurrection</p> <p>KQ: How important is it to Christians that Jesus came back to life after the crucifixion?</p>	<p>Religion: Islam – Prayer at home</p> <p>KQ: Does prayer at regular intervals help a Muslim to in their everyday life?</p>	<p>Religion: Islam – Community and Belonging</p> <p>KQ: Does going to a mosque give Muslims a sense of belonging?</p>
ICT	<p>Information and technology around us</p> <p>Digital Photography</p>		<p>Robot Algorithms</p> <p>Pictograms</p>		<p>Programming quizzes</p> <p>Making music</p>	

History	<p>What impact did Mary Seacole and Florence Nightingale have on nursing? Know and use words that describe the passing of time.</p> <ul style="list-style-type: none"> · Use a simple timeline to put events in chronological order. · 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. 	<p>What was Brunel's legacy in Bristol? Know and use words that describe the passing of time.</p> <ul style="list-style-type: none"> · Use a simple timeline to put events in chronological order. · Identify features of change and progress in national life. · 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>How has seafaring changed over time and why? 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 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	<p>What is different between the North and South Poles?</p>	<p>Where are the hot climates in the World?</p>	<p>How is life different in Jamaica?</p>
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	Printing with objects using mono printing Autumn Art 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 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		Abstract Art Colour and Line to use a range of materials creatively to design and make products · 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.		Drawing Self Portraits · 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

Music	<p>Harvest Performance</p> <p>Christmas Performance and singing</p>	<p>Water (pitch):</p> <p>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>Chronology:</p> <p>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 20th century.</p> <p>LO: I can compose and perform a piece of music using sampled sound.</p>
	<p>T1-Harvest performance</p> <p>T2- Nativity</p>	<p>T4- Hear my voice- KS1 singing performance</p> <p>T4- Easter Performance</p>	

PHSE

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<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>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>To know that people and other living things have rights and that everyone has responsibilities to protect those rights</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>To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to</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>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>

				develop simple skills to help prevent diseases spreading		
Trips and Events	Harvest Performance	Christmas performance Whole school pantomime visit Bench ball Festival	World Book Day Gymnastics Festival	Explorer Dome and Science Week Easter performance	Can you hear my voice- singing festival SS Great Britain trip to link with Isambard Kingdom Brunel.	Athletics Festival Sports Day