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<u>Green Fingers</u>	<u>Jurassic Gems</u>	<u>Castles</u>	<u>African Adventure</u>	<u>Ancient Egyptians</u>	<u>Happy & Healthy!</u>	<u>Sparks and bangs!</u>	<u>The Rainforest</u>	<u>Earth and Space</u>
<p><u>English</u></p> <p><u>Traditional Tales</u></p> <p>Jack and the Beanstalk</p> <p>Jim and the Beanstalk</p>	<p><u>English</u></p> <p>The Dinosaur that Pooped...</p> <p>Dinosaur Poetry</p> <p><u>Factual Writing - newspaper report linked to Mary Anning</u></p> <p>Reading Comprehension DK Dinosaur Fact Book LA DK Dinosaur Encyclopaedia HA</p>	<p><u>English</u></p> <p>The Sword in the Stone/Puss in Boots/ Beauty and the Beast</p> <p>Reading Comprehension Castles non-fiction book (if Reading Comp not done in the Spring Team)</p> <p><u>writing magazines</u></p>	<p><u>English</u></p> <p><u>African Creation Stories -</u></p> <p><u>Giraffes Cant Dance</u></p> <p><u>How the giraffe got its neck,</u></p> <p><u>The Leopard and the Sky God,</u></p> <p><u>The Monkey with the Bright Blue Bottom,</u></p> <p><u>Tinga Tinga Tales</u></p> <p>or Traditional stories (Little Red Hen/Handa's surprise/The Enormous Turnip)</p> <p><u>Poetry</u></p>	<p><u>English</u></p> <p><u>Cinderella</u></p> <p><u>The Egyptian Cinderella</u></p> <p>Egyptian poemsor recount linked to Tutankhamun find</p> <p><u>or non fiction writing linked to Cinderella story e.g. poster, invitation, letter</u></p> <p><u>Reading Comprehension</u></p> <p><u>Reading Eggs</u></p> <p><u>Writing instructions</u></p> <p><u>Sentence level - punctuation</u></p>	<p><u>English</u></p> <p>Talk for Writing - Pie Corbett story or The Papaya that Spoke or Monkey See Monkey Do</p> <p>or ... <u>The Ugly Ducking (linked to hatching eggs)</u></p> <p>Keeping healthy non-fiction text(OR Animal fact books)</p> <p><u>Recount</u></p> <p><u>Reading Eggs</u></p> <p><u>Sentence level - tenses</u></p>	<p><u>English</u></p> <p>Rumpelstiltskin or Pie Corbett Talk for Writing traditional fairy tale - with magic theme?</p> <p>Instruction writing linked to fireworks/electricity safety</p>	<p><u>English</u></p> <p>Rainforest fiction</p> <p>The Vanishing Rainforest,</p> <p>Animal poems</p>	<p><u>English</u></p> <p>Space stories - Miggi in Space</p> <p>Big Dog, Little Dog go to Space</p> <p>Space non-fiction</p> <p>Biography - Neil Armstrong or Tim Peake</p>
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Maths Numicon Counting Ordering Place value Measurement - time length Geometry Money	Maths Numicon Addition Subtraction Word Problems Measurement - time weight Co-ordinates Fractions	Maths Numicon Addition Subtraction (Multiplication) (Division) Measurement - time capacity Statistics - data handling Directions, Angles and Turns	Maths Numicon Counting, ordering, place value Measurement - Length Direction - compass points Money Time	Maths Numicon Addition Subtraction Word Problems Measurement - mass Geometry - properties of 2d 3d shape	Maths Numicon Addition Subtraction (Multiplication) (Division) Statistics Angles and Turns Fractions Measurement - capacity,	Maths Numicon Counting, ordering, place value Measurement - Length Money Time	Maths Numicon Addition Subtraction Word Problems Measurement - mass, capacity Geometry - properties of shape	Maths Numicon Addition Subtraction (Multiplication) (Division) Statistics Angles and Turns Fractions
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Science we did year 2 topic here The Secret World of Plants Plants - Year 1 Identify and name a variety of common wild and garden plants. Identify and	Science Animals including humans year 1 Types of animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and	Science Year1 Everyday Materials identify and name a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Forces - Year 3	Science year 2 Growing 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	Science Year 2 Exploring Everyday Materials Compare and group together a variety of everyday materials on the basis of their simple physical	Science Year 1 - Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Science year 4 Electricity (or Sound) Identify common appliances that run on electricity Construct a simple series electrical circuit,	Science Year 2 Living things and Their Habitats Explore and compare the differences between things that are living, dead, and things that have never	Science Year 5 Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to

<p>describe their basic structure</p> <p>trees and wild and garden plants</p> <p>Investigative work around plants (parts of plants- compare and group)</p> <p>Science - Changing seasons year 1</p> <p>(repeated through the year)</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>OR</p> <p>Year 3 Science - rocks and soils</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms</p>	<p>compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects</p>	<p>grow and stay healthy.</p> <p>Science - year 1</p> <p>Changing seasons</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Science- Year 2</p> <p>Animals</p> <p>Including humans (Plan Bee Growth and Survival Unit)</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</p>	<p>the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>OR</p> <p>Year 3 Science - Light and shadows</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect</p>
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	<p>how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>						<p>identify and name different sources of food.</p>	<p>their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Science YEAR 1 - Changing seasons</p> <p>(repeated through the year)</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
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<p><u>Art/Pottery</u></p> <p>Drawing – line, shape</p> <p>Artists – Making links to their own work</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Painting – colour, space</p> <p>Artists – Making links to their own work</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Materials – pattern</p> <p>Artists – Making links to their own work</p> <p>Materials – pattern</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Drawing – line, shape</p> <p>Artists – Making links to their own work</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Materials – pattern, texture, form</p> <p>Artists – Making links to their own work</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Painting – colour, space</p> <p>Artists – differences and similarities</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Drawing – line, shape</p> <p>Artists – differences and similarities</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Artists – differences and similarities</p> <p>Sculpting – texture and form – ½ term</p>	<p><u>Art/Pottery</u></p> <p>Artists – differences and similarities</p> <p>Sculpting – texture and form – ½ term</p>
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<p><u>Geography</u></p> <p>Year 2 Use world maps, atlases and globes</p> <p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Compare and contrast weather in different countries</p>	<p><u>Geography</u></p> <p>Where were the dinosaurs?</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its</p>	<p><u>Geography</u></p> <p>Where should we build a castle?</p> <p>Choosing the best location. Look at where real castles are built.</p> <p>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</p>	<p><u>Geography</u></p> <p>Compare family life to contrasting non-European country (Kenya)</p> <p>Also see RE text Mama Panya's Pancakes</p>	<p><u>Geography</u></p> <p>Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>	<p><u>Geography</u></p> <p>Year 1- locating where I live.</p> <p>Field work and observation of school and home</p> <p>Locational and directional language to describe the location of features and routes on a map</p>	<p><u>Geography</u></p> <p>Year 2 Locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical (volcanoes?) features; devise a simple map; and use and</p>	<p><u>Geography</u></p> <p>where do different kinds of animals live?</p> <p>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</p>	<p><u>Geography.</u></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Or weather topic</p>

	surrounding seas.			studied. Describe and understand key aspects of rivers. Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		construct basic symbols in a key Location of London on The Thames* in England, in the south east <u>*Link Gunpowder Plot</u>		
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History - significant individual. Great explorers	History year 2- Historical sources. How do we know about the past? What do fossils tell us? Significant individuals - Mary Anning, Fossil Discoverer	<u>Year 1</u> History - Significant historical events, people and places in their own locality. Purpose of castles, castle life Significant people; the Tudors	History - Significant individuals - lives of significant individuals in the past who have contributed to national and international achievements. Nelson Mandela	<u>Year 4</u> Ancient Civilisations History - Ancient Egypt In depth study into an ancient civilisation.	History - Year 1 My past/my family tree History - changes within living memory e.g. school, toys, clothes History - Year 2	History year 2- Key events, events beyond living memory that are significant nationally . - Great Fire. Make and burn a model of London		History - Year 1 Significant individuals - lives of significant individuals in the past who have contributed to national and international achievements. History- Neil

		Visit Bodiam/Hever			Changes beyond living memory to reveal aspects of change in national life. Working children chimney sweeps/farm hands/mill workers	Bridge or Pudding Lane		Armstrong/Tim Peake
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ICT Space Explorers <ul style="list-style-type: none"> • Web browsers, searching online. • Drawing tools in PowerPoint. • Shapes, outline, gradient, texture, shape effects. • Google Earth Pro. • Copy and paste graphics in Word. • Animation in PowerPoint. 	ICT Control software: Lego robotics. <ul style="list-style-type: none"> • What are robots, how do they work? Turn a robot on and off. • How plug in robot and load Lego Mindstorms. • Load Lego Mindstorms, create program, download an run. • Create program, download and run. 	ICT Knowing Us: Identity <ul style="list-style-type: none"> • E-fit portrait using online software. • Emotions. E-Safety <ul style="list-style-type: none"> • Stranger danger awareness. • Lee and Kim's animal magic. • Hectares World: episodes 1 to 5, reinforced with additional learning resources. 	ICT WW2 <ul style="list-style-type: none"> • Significant individuals and audio. • Searching online and favourites. • Exploring the timeline. • The Blitz. • Evacuation: creating own ID card. • Rationing • women in World War II. 	ICT Egyptians <ul style="list-style-type: none"> • Visual introduction to Egypt's and quiz questions. • Web browsers, searching online & Favourites. • Learning keywords, copy and paste. • Hieroglyphics and encoding data. • Hieroglyphics and decoding data • binary code and bitmap images. • Data and information 	ICT Victorians <ul style="list-style-type: none"> • Introduction to Victorians Audio - How the Victorians used to live. • Victorian crime. Fictional scenario. Collecting and organising information. • Victorian crime database - searching records. • Photofit wanted poster. 	ICT 1666 Great Fire of London <ul style="list-style-type: none"> • Creating a past and present timeline in PowerPoint. • Create a cityscape of the great Fire of London using graphics and formatting shapes. • Develop skills, using tools in PowerPoint to create a fire story and complete a dot to dot using the line tool. 	ICT Habitats <ul style="list-style-type: none"> • Different habitats around the world. • Research habitat graphics online and use wrap text in Word. • Google Earth Pro and Street view. • Habitats at MHSC investigation. • Using maps and ICT to collect evidence. • Human 	ICT Space Explorers <ul style="list-style-type: none"> • Web browsers, searching online. • Drawing tools in PowerPoint. • Shapes, outline, gradient, texture, shape effects. • Google Earth Pro. • Copy and paste graphics in Word. • Animation in PowerPoint. • Control: navigating specific website.

<ul style="list-style-type: none"> Control: navigating specific website. 	<ul style="list-style-type: none"> Dancing robot challenge - specific coding. Race track challenge - specific coding and debugging. Knowing Us: Identity Developing email skills. 						<ul style="list-style-type: none"> adaptations to habitats. Word skills. How organisms adapt to their habitat. Create own imaginary organism using graphics. 	
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<u>DT</u> to understand where food comes from Designing a food product e.g. new flavour of yoghurt	<u>DT</u> to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Moving Dinosaurs	<u>DT</u> to understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	<u>DT</u> to design purposeful, functional, appealing products for themselves and other users based on design criteria African instruments/ Animal puppets	<u>DT</u> to build structures, exploring how they can be made stronger, stiffer and more stable	<u>DT</u> to use the basic principles of a healthy and varied diet to prepare dishes	<u>DT</u> to understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	<u>DT</u> to explore and evaluate a range of existing products	<u>DT</u> to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Rockets
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<u>RE</u> What makes a church	<u>RE</u> What are symbols and why	<u>RE</u> Christianity Why is the bible an	<u>RE</u> Why is Harvest a world-wide	<u>RE</u> Judaism	<u>RE</u> Christianity. Who were	<u>RE</u> Islam.	<u>RE</u> How do Christians	<u>RE</u> Why should we look after our

different from other buildings? (6h) Christmas (6h)	do religions use them? (8h) Easter (3h)	important book for Christians? (Creation story) (6h) Judaism-What is the Torah and why is it important to Jews? (3h)	celebration? (5h) Harvest Festival in Britain Mrs Panyas Pancakes - harvest in Africa	Why do Jewish families celebrate Shabbat? (6h) What made Moses a good leader? (4h)	Jesus' friends? (6h) Why did Jesus tell parables? (6h) (Plan Bee unit yr1/2 What did Jesus teach us?)	Who is Allah? (3h) What is the Qur'an? (6h) How do Muslims pray? (2h)	follow Jesus? (6h) What might 'God' be like? (3h) Easter (3h)	world? (6h) What is prayer? (4h)
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<u>PHSCE</u> Class Golden Rules - Jenny Mosely Stories Jigsaw 2 Being Me in My World	<u>PHSCE</u> Jigsaw 2 - Dreams and Goals	<u>PHSCE</u> Jigsaw 2 - Relationships	<u>PHSCE</u> Class Golden Rules - Jenny Mosely Stories Jigsaw 2 Being Me in My World	<u>PHSCE</u> Jigsaw 2 - Celebrating Differences	<u>PHSCE</u> Jigsaw 2 - Healthy Me	<u>PHSCE</u> Class Golden Rules - Jenny Mosely Stories Jigsaw 2 Being Me in My World	<u>PHSCE</u> Jigsaw 2 - Relationships/ Celebrating Differences	<u>PHSCE</u> Jigsaw 2 - Changing Me
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<u>Social Skills</u> Making Friends Class Rules Play skills	<u>Social Skills</u> Conversation skills	<u>Social Skills</u> Group Problem Solving Talking to safe strangers out and about	<u>Social Skills</u> Making Friends Class Rules Play skills	<u>Social Skills</u> All about Me Play skills Conversation skills	<u>Social Skills</u> Group Problem Solving Talking to safe strangers out and about	<u>Social Skills</u> Making Friends Class Rules Play skills	<u>Social Skills</u> Conversation skills	<u>Social Skills</u> Group Problem Solving Talking to safe strangers out and about

Life Skills Basic Classroom Skills - cutting, sticking and filing	Life Skills Shopping and money skills Cookery 2 nd half	Year 6 Transition Life Skills Out and About - road crossing, café and shopping Year 6 Transition	Life Skills Basic Classroom Skills - cutting, sticking and filing	Life Skills Cookery doing on carousel with RE Personal Care	Year 6 Transition Life Skills Out and About - road crossing, café and shopping Year 6 Transition	Life Skills Basic Classroom Skills - cutting, sticking and filing	Life Skills Cookery	Year 6 Transition Life Skills Out and About - road crossing, café and shopping Year 6 Transition
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<u>PE</u> Gymnastics - balance, agility, co-ordination Dance - simple movement patterns Swimming	<u>PE</u> Ball Skills - throwing/catching/batting Team Games - e.g. basketball, football, cricket, hockey, rounders Swimming	<u>PE</u> Athletic Skills - running, jumping, throwing Outdoor Adventurous Activity - e.g. den building, orienteering, Geo-Caching Swimming	<u>PE</u> Gymnastics - balance, agility, co-ordination Dance - simple movement patterns Swimming	<u>PE</u> Ball Skills - throwing/catching/batting Team Games - e.g. basketball, football, cricket, hockey, rounders Swimming	<u>PE</u> Athletic Skills - running, jumping, throwing Outdoor Adventurous Activity - e.g. den building, orienteering, Geo-Caching Swimming	<u>PE</u> Gymnastics - balance, agility, co-ordination Dance - simple movement patterns Swimming	<u>PE</u> Ball Skills - throwing/catching/batting Team Games - e.g. basketball, football, cricket, hockey, rounders Swimming	<u>PE</u> Athletic Skills - running, jumping, throwing Outdoor Adventurous Activity - e.g. den building, orienteering, Geo-Caching Swimming
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<u>Music</u> Exploration of sound year 1	<u>Music</u> Feeling the Pulse	<u>Music</u> Pulse and Rhythm	<u>Music</u> Rhythm and Notation	<u>Music</u> Exploring Sound year 2	<u>Music</u> Exploring Rhythm	<u>Music</u> Pulse and Rhythm	<u>Music</u> Exploring Pitch	<u>Music</u> Exploring timbre and pitch