

Term 1: Once Upon a Time – Fables

| Subject | Content |
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| Art | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |
| Design Technology | Build structures, exploring how they can be made stronger, stiffer and more stable Evaluate their ideas and products against design criteria Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |
| Computing | Online safety (2wks) Creating pictures (5 wks) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| Geography | |
| History | |
| Music | Charanga - Hands, Feet, Heart Use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| Personal Social and Health Education | Being me in my world |
| Religious Education | Who is a Christian and what do they believe? (Christianity -believing) |
| Science | Materials - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. |
| PE | Outside - Multi-skills, agilty, balance, coordination games Inside – Gymnastics 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. Perform dances using simple movement patterns. |

Class novel: Aesop's fables

Term 2: Inspiration Inventors

| Subject | Content |
|-------------------|---|
| Art | To use a range of materials creatively to design and make products |
| Design Technology | Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. – (levers rotation A) Explore and evaluate a range of existing products Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |
| Computing | Making music (3wks) Effective searching (3wks) |

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| | are responsible, competent, confident and creative users of information and communication technology. |
| Geography | |
| History | Learn about 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] |
| Music | School Play preparation Use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| Personal Social and Health Education | Celebrating differences |
| Religious Education | Christianity - How and why do we celebrate special and sacred times? (Christianity - expressing) |
| Science | |
| PE | Outside – tagging games Inside – circuit training 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 |

Class novel: Mrs Armitage on wheels

Term 3: The Great Fire of London

| Subject | Content |
|--------------------------------------|---|
| Art | |
| Design Technology | <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Explore and evaluate a range of existing products</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> |
| Computing | <p>Presenting ideas (4wks)</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> |
| Geography | |
| History | <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> |
| Music | <p>Charanga - I wana Play in a Band</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> |
| Personal Social and Health Education | <p>Dreams and Goals</p> |
| Religious Education | <p>How should we care for others in the world and why does it matter? (Christianity – living)</p> |
| Science | <p>Find out about and describe the basic needs of animals (including humans) for survival (water, food, air)</p> |
| PE | <p>Outside – Hockey</p> <p>Inside – Boccia</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> |

Class novel: Toby and the Great Fire of London

Term 4: The Great Fire of London – continued

| Subject | Content |
|--------------------------------------|--|
| Art | To learn 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. |
| Design Technology | |
| Computing | Spreadsheets (4ws) Use technology purposefully to create, organise, store, manipulate and retrieve digital content |
| Geography | |
| History | Learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Learn about 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 |
| Music | Charanga - Zootime experiment with, create, select and combine sounds using the inter-related dimensions of music |
| Personal Social and Health Education | Healthy me |
| Religious Education | How and why do we celebrate special and sacred times? (Christianity - expressing) |
| Science | describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (also through Jigsaw) Explore and compare the differences between things that are living, dead, and things that have never been alive. |
| PE | Outside – Tennis Inside - Dodgeball participate in team games, developing simple tactics for attacking and defending |

Class novel: Katie goes to London

Term 5: Wish you were here...in the desert

| Subject | Content |
|--------------------------------------|---|
| Art | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |
| Design Technology | |
| Computing | Questioning (5wks) Use logical reasoning to predict the behaviour of simple programs |
| Geography | Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify continents and oceans. |
| History | |
| Music | Charanga - Friendship Use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| Personal Social and Health Education | Relationships |
| Religious Education | What makes some places sacred? (Christianity, Islam and Judaism – expressing) |
| Science | 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. Identify and name a variety of plants and animals in their habitats, including microhabitats 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 |
| PE | Outside –Tri Golf Inside – Rounders Participate in team games, developing simple tactics for attacking and defending |

Class novel: Meercat Mail

Term 6: A pirate life for me

| Subject | Content |
|--------------------------------------|--|
| Art | |
| Design Technology | Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes |
| Computing | Coding (5wks) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs |
| Geography | 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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 | |
| Music | Charanga - Reflect, Rewind and Apply Use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| Personal Social and Health Education | Changing me |
| Religious Education | What does it mean to belong to a faith community? (Christianity, Islam and Judaism – living) |
| Science | Notice that animals, including humans, have offspring which grow into adults (also in SRE) 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. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) |
| PE | Outside – Athletics Inside – Summer games Participate in team games, developing simple tactics for attacking and defending |

Class novel: Seaside poetry. Flotsam.