

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1 Wonder Women	Autumn 2 Pioneers	Spring 1 London's Burning	Spring 2 The Home Front	Summer 1 Indian Spice	Summer 2 Save our Seas!
Unit outcomes	<p>Women in the past have had an impact on the world we live in today.</p> <p>That in the past, people were not always treated fairly and some women protested until things changed.</p> <p>How to research people's lives using books, the Internet, artefacts and pictures.</p> <p>How to present their work in a variety of different ways.</p>	<p>That people in the past, with pioneering ideas, inventions and reforms, have had an impact on the world we live in today.</p> <p>That people can change the environment that we live in by inventing new machines and processes.</p> <p>How to research people's lives using books, the Internet, artefacts and pictures.</p> <p>How to present their work in a variety of different ways.</p>	<p>Recognise and explain why The Great Fire of London happened and the changes that occurred as a result.</p> <p>Identify differences between ways of life of people at the time of the fire, compared with today.</p> <p>Compare two versions of reports of The Great Fire.</p> <p>Compare pictures documenting the fire.</p>	<p>Study events within World War Two and how the war affected children and people at home. What life was like during World War Two, with a particular focus on _____?</p> <p>Show understanding of why children were evacuees during the war. Explain what happened to these children and use maps to show the locations of where children were sent.</p>	<p>Use different sources to research topic and find out about India and Indian Cultures. E.g. Books, the internet, holiday brochures and family photographs</p> <p>Research geographical location of India and compare to our own country and locality. Find out about the differences in physical and human geographical features.</p> <p>Compare cultures in United Kingdom to cultures in India.</p>	<p>Explore what climate change means and how humans are contributing towards this change</p> <p>Understand the importance of our oceans and seas</p> <p>Recognise the damage that plastic waste is having on our environment and the creatures that exist within it</p> <p>Attempt to raise awareness on the effects of plastic pollution on our seas</p> <p>Categorise litter according to whether it is recyclable or not</p> <p>Use plastic waste for a range of purposes to create different designs</p> <p>Create a range of art pieces linked to the ocean and plastic waste</p> <p>Take action to promote working against plastic pollution in our seas and the impacts of climate change</p>
Enrichment Experiences						
British Values and SMSC	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
English	Rosie Revere Engineer: Design own suspension/ draw-bridges. Short explanation about how their bridge works. These designs are sent off as	Ocean Meets the Sky: Introducing the authors to the children and highlighting the power of bookmaking/ storytelling.	The Great Fire of London: Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letter of	The Lion and the Unicorn (Class Story) The Dragon Machine: Own version dragon stories Dragon guides &	There's a Rangtan in my bedroom: sort and summarise information, label feelings and create a campaign poster to help save the orangutans.	The Journey Home: Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories

	<p>competition entries.</p> <p>Leaflet for local landmarks Short explanations, writing in role, reports, adverts</p> <p>Ada Twist Scientist: Starts with questions and predictions before looking at some of the scientific knowledge and concepts presented within the text. All the questions and activities help children to make links and inferences which they use to predict at various points within the text.</p> <p>(Additional tasks from English Quest) Children create their own information/fact books about key women in history including Elizabeth I. Write letters in role to Queen Victoria using formal language</p>	<p>Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue</p> <p>Cakes In Space: Starts with children making inferences and predictions using the fabulous illustrations. Create character descriptions, retrieving evidence from the text and identifying vocabulary using this to start to examine the effect of particular words and phrases.</p> <p>(Additional tasks from English Quest) Write in role as an astronaut. Information texts based on space and moon landings. Recount of a space mission.</p>	<p>advice, certificates</p> <p>A Walk in London: 'A Walk in.....guidebooks' Recounts of a trip around a local area, statements of information</p> <p>(Additional tasks from English Quest) Read extracts from Samuel Pepys' diary. Compare two different versions of the Great Fire of London. Write a recount/report of the fire. Write instructions for fire safety. Create descriptive poems about fire.</p>	<p>encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters</p> <p>The Bear and the Piano: Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters</p> <p>(Additional tasks from English Quest) Read and reply to letters from evacuees. Write non-chronological reports based on rationing, building shelters, life as an evacuee etc. Read stories such as The Lion and the Unicorn.</p>	<p>If all the world were: Non-narrative poems Writing in role, diaries, letters of advice, short explanations</p> <p>(Additional tasks from English Quest) Write descriptions about people, experiences and places in India. Make written comparisons between places. Write instructions for cooking.</p>	<p>The Water Protectors Environmental campaign Descriptive non-fiction, life-cycles, character description</p> <p>(Additional tasks from English Quest) Children will create posters to raise awareness of the effects of plastic pollution. Children will listen to and read a range of literature to develop their understanding of the impacts of plastic pollution on our oceans. Children will write a story about the journey of a plastic bottle, sequencing events in order.</p>
--	--	---	---	---	---	--

<p>Spelling, Grammar and Punctuation</p>	<p><u>Punctuation</u></p> <ul style="list-style-type: none"> ● demarcating some sentences with capital letter and full stops ● using spacing between words. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ● forming lower case letters in the correct direction, starting and finishing in the right place ● forming lower case letters in the correct size relative to one another in some of the writing <p><u>Spelling</u></p> <ul style="list-style-type: none"> ● spelling some common exception words* ● segmenting spoken words into phoneme and representing these by graphemes, spelling some correctly <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● using sentences with different forms in their writing: statements, questions ● using some expanded noun phrases to describe and specify ● using present and past tense mostly correctly and consistently ● using co-ordination (or/and/but) 	<p><u>Punctuation</u></p> <ul style="list-style-type: none"> ● demarcating most sentences with capital letter and full stops ● using question marks and exclamations ● commas to separate items in a list. ● apostrophes to mark singular possession in nouns <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ● writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ● using the diagonal and horizontal strokes needed to join letters in some of their writing <p><u>Spelling</u></p> <ul style="list-style-type: none"> ● spelling many common exception words*segmenting ● using spacing between words that reflects the size of the letters ● spelling some words with contracted forms* ● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, ly* <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● using sentences with different forms in their writing: commands ● using some expanded noun phrases to describe and specify ● using present and past tense mostly correctly and consistently Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example: she is drumming, he was shouting) ● using co-ordination (or/and/but) ● using some subordination (when/if/that/because) 	<p><u>Punctuation</u></p> <ul style="list-style-type: none"> ● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. ● <i>Introduction to inverted commas to punctuate direct speech.</i> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ● spelling most common exception words* ● using the diagonal and horizontal strokes needed to join letters in most of their writing <p><u>Spelling</u></p> <ul style="list-style-type: none"> ● spelling most words with contracted forms* ● adding suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, ly* <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● using sentences with different forms in their writing: exclamations ● using some expanded noun phrases to describe and specify ● using present and past tense mostly correctly and consistently ● using co-ordination (or/and/but) ● using some subordination (when/if/that/because)
---	--	--	--

<p>Maths</p>	<p>Number: Place Value (wks 1 to 3)</p> <p>Number: Addition and Subtraction (wks 4 to 8)</p>	<p>Number: Addition and Subtraction (wks 4 to 8)</p> <p>Measurement: Money (wks 9 to 10)</p> <p>Number: Multiplication and Division (wk 11)</p> <p>Consolidation) (wk 12)</p>	<p>Number: Multiplication and Division (wks 1 to 4)</p> <p>Statistics (wks 5 to 6)</p>	<p>Geometry: Properties of Shape (wks 7 to 8)</p> <p>Number: Fractions (wks 9 to 12)</p>	<p>Measurement: Length and Height (wks 1 to 2)</p> <p>Geometry: Position and Direction (wks 3 to 4)</p> <p>Consolidation and Problem Solving (wks 5 to 6)</p> <p>Measurement: Time (wks 7 to 8)</p>	<p>Measurement: Mass, Capacity and Temperature (wks 9 to 11)</p> <p>Consolidation) (wk 12)</p>
	<p>Place value in two-digit numbers understanding of place value of 10s and 1s in a two-digit number, using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).</p> <p>Place value in two-digit numbers by writing number statements such as $35 < 53$ and $42 > 36$.</p> <p>Place value in two-digit numbers The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).</p> <p>Writing numerals The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).</p> <p>Use place value and number facts to solve problems.</p> <p>Place value in two-digit numbers The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones)</p> <p>Number bonds for addition and</p>	<p>Addition and Subtraction The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations.</p> <p>Addition and Subtraction The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.</p> <p>Addition and Subtraction The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).</p> <p>The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).</p> <p>The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).</p> <p>The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).</p> <p>The pupil can solve more complex missing number problems (e.g. $14 + ? - 3 = 17$; $14 + \Delta = 15 + 27$).</p>	<p>Multiplication and Division The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)</p> <p>Multiplication and Division The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).</p> <p>The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).</p> <p>Relationships between numbers The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).</p> <p>Statistics</p>	<p>Geometry The pupil can recognise and name triangles, rectangles, squares, circles from a group of shapes or from pictures of the shapes.</p> <p>Geometry The pupil can describe properties of 2-D shapes lines of symmetry</p> <p>Geometry The pupil can recognise and name cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.</p> <p>Geometry The pupil can describe properties 3-D shapes (e.g. the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).</p> <p>Geometry The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number).</p> <p>Fractions The pupil can identify $1/3$, $1/4$, $1/2$, $2/4$, $3/4$ and knows that all parts must be equal parts of the whole</p> <p>Fractions The pupil can find and compare fractions of amounts (e.g. $1/4$ of £20 = £5 and $1/2$ of £8 = £4 so $1/4$ of £20 is greater than $1/2$ of £8).</p>	<p>Measurement using rulers (m/cm)</p> <p>Counting including links to scale and measure The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockw...</p> <p>Geometry – Position and Direction Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Measurement - Time The pupil can read the time on the clock to the nearest 15 minutes.</p> <p>Know the number of minutes in an hour and the number of minutes in a day.</p> <p>Measurement - Time The pupil can read the time on the clock to the nearest 15 minutes.</p> <p>Measurement – Time The pupil can read the time on the clock to the nearest 5 minutes.</p> <p>Measurement - Time compare and sequence intervals of time</p>	<p>Measurement mass and capacity</p> <p>Counting including links to scale and measure The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).</p> <p>Measurement temperature ©</p> <p>compare and order length, mass, volume/capacity and record the results using $<$ $>$ symbols and =</p>

	<p>Subtraction The pupil can use number bonds and related subtraction facts within 10 and 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$).</p> <p>Adding 3 one-digit numbers</p> <p>Addition and Subtraction The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).</p> <p>Show that addition of two numbers can be done in any order, but subtraction of one number from another cannot.</p> <p>Number bonds for addition and Subtraction The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$).</p> <p>Number bonds for addition and Subtraction The pupil can use number bonds and related subtraction facts within 100 (e.g. $100 = 90 + ?$).</p>	<p>Measurement - money The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).</p> <p>Recognise and use symbols for pounds and pence. Combine amounts to make a particular value.</p> <p>Multiplication and Division The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).</p> <p>Multiplication and Division The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p>Counting including links to scale and measure The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).</p> <p>Solve problems with more than one step.</p> <p>The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).</p>	<p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>			
--	---	--	---	--	--	--

<p>Geography</p>	<p>Use maps and atlases to identify countries that formed the British Empire ruled by Queen Victoria.</p>	<p>Research railways and bridges of the UK. Use maps to identify where Victorians went on holiday.</p>	<p>Locate London on a map of the world/UK. Plot key locations on a map of the city to show how the fire spread.</p>	<p>Use maps of the UK to identify countries and major cities. Locate areas where children were evacuated from and to. Study how the landscape of the UK changed during and after the war. Focused study of own locality and how it was affected by the war.</p>	<p>Use maps to identify continents and countries of the world. Locate the UK and India on a world map and identify main regions and cities. Investigate the environments in India and consider how animals and communities adapt to these environments. Compare the UK to India, identifying key similarities and differences including size, climate, wildlife etc. Research food and farming in India. Compare life for a child in the UK and India.</p>	<p>Children will understand the importance of our oceans and recognise as well as raise awareness about the damage that plastic waste has on them.</p>
	<p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. 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. 		<p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. 		<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Pupils can name and locate the world's seven continents and five oceans. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> 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. <p><u>Human and Physical Geography</u> Pupils use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	
<p>History</p>	<p>Research key women in history. Create a timeline showing key events during Elizabethan and Victorian times. Find out about the role that Florence Nightingale/ Mary Seacole played during the Crimean war.</p>	<p>Create a timeline of pioneers included within this unit. Find out about key people within history including: Neil Armstrong/Buzz Aldrin, Rail pioneers, Isambard Kingdom Brunel, Reformers including Dr Barnardo and Lord Shaftesbury. Research the lives of children during Victorian times.</p>	<p>Create a timeline of events in the Great Fire of London. Compare life in London before and after the Great Fire. Understand and establish why the fire spread. Use sources to ask and answer questions about the Great Fire.</p>	<p>Visit museums and interview/watch video clips of WW2 veterans recounting their experiences of life during the war. Find out about the lives and experiences of children during the war.</p>		
	<p><u>The lives of significant individuals</u></p>		<p><u>Events beyond living memory</u></p>		<p><u>Significant events, people and places in own locality</u></p>	

Science	<p><u>Living things and their habitats:</u> -Living, dead and never alive -Dependency -Food chains</p> <p><u>Living things and their habitats:</u> -Local Habitats -Habitats – Hot and cold -Habitats – Land and water -Microhabitats inc school pond -Researching Habitats</p> <p><u>Animals, including humans:</u> -Timeline of a human -Survival -Food plate</p>		<p><u>Plants:</u> -Planted seeds -Plant diary -Seed dispersal -Cress heads experiment</p> <p><u>Plants</u> -Observations -Seeds and bulbs -Life cycles -What plants need -Plants we eat -How different plants grow</p> <p><u>Animals, including humans:</u> -Animals & their babies -Heart rate experiment - exercise -Germs -Dentist Visit -Teeth making with plasticine</p>		<p>Children will explore how to reuse materials for different purposes and different ways of recycling materials. Children will sort materials according to whether they are recyclable/reusable or not.</p> <p><u>Materials:</u> -Investigating fabrics experiment -Investigating bouncy balls experiment -Squash, bend, twist, stretch experiment -Bridge design and building</p> <p><u>Materials: *LINK WITH DT and GEOG*</u> -Uses of materials -Absorbency - Pipette Puddle Investigation -Investigating fabrics -Waterproof investigation -Bricks – absorbency -Paper – strength -Wax – effect of wax on materials</p>	
	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> explore and compare differences between things that are living, dead and things that have never been alive; 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. 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; Identify and name a variety of plants and animals in their habitats, including micro-habitats; 		<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring, which grow into adults; find out about and describe the basic needs of animals, including humans for survival (water, food and air); describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. <p><u>Plants</u></p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and suitable temperature to grow and stay healthy. 		<p><u>Uses of everyday materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	
	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways; Observe carefully, using simple equipment; Identifying and classifying Using their observations and ideas to suggest answers to their questions; Gathering and recording data to help in answering questions. 					
Art & Design	Draw, sketch and paint animals in the style of Beatrix Potter.	Design, make and evaluate a Victorian seaside souvenir. Create own method of transport.	Use pastels and chalks to create a portrait of the Great Fire in the style of famous artists of the time.	War time posters – Dig for Victory etc. – create own. Create drawings based on landscapes/the countryside 'a view from the train'.	Use symmetry to create traditional Rangoli patterns. Use pastels and charcoal to create a picture of an elephant.	Children will create sea-storm collages in the style of J.W.M Turner. They will recycle plastic waste to make a kite and a junk model sea creature. They will also design a reusable water bottle.
	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to use drawing, painting and 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. 					

	<ul style="list-style-type: none"> 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. 					
Music	Hands, Feet, Heart	Ho, Ho, Ho	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind and Replay
	Learn and sing a popular Elizabethan song. Play an accompaniment using instruments.		Create a short piece of music to tell the story of the Great Fire.		Investigate instruments played in India. Play a range of different rhythms on a drum and use it to accompany Indian music and singing.	
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes. play tuned and untuned instruments musically. listen with concentration and understanding to a range of high-quality live and recorded music. experiment with, create, select and combine sounds using the inter-related dimensions of music. 						
D&T	Mechanisms	Food	Mechanisms	Structures	Textiles	Overflow time to complete units
	Fairground Wheel Design a menu for an Elizabethan banquet. Build a model of a castle.	A balanced diet Use ICT to record space music and create a video clip to accompany the soundscape. Create a power point presentation about a pioneer.	Making a moving monster To design and make model houses in the style of those during the Great Fire. Design a monument as a memorial.	Baby Bear's Chair Food technology – Make recipes using rationed ingredients. Design and make an air raid shelter.	Pouches Prepare and cook Indian food. Make an Indian Drum.	Children use ICT applications and devices to create a video appeal for people to save our seas.
<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 						
RE	LIVING How should we care for others and the world, and why does it matter?	EXPRESSING How and why do we celebrate special and sacred times?	BELIEVING Who is Jewish and what do they believe?	BELIEVING Who is Muslim and what do they believe?	LIVING What can we learn from sacred books?	
Computing	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information – Pictograms	Creating media – Making music	Programming B – An introduction to quizzes
	To recognise the uses and features of information technology To identify the uses of	To use a digital device to take a photograph To make choices when taking a photograph	To describe a series of instructions as a sequence To explain what happens when we change the order of	To recognise that we can count and compare objects using tally charts To recognise that objects can	To say how music can make us feel To identify that there are patterns in music	To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome

	<p>information technology in the school</p> <p>To identify information technology beyond school</p> <p>To explain how information technology helps us</p> <p>To explain how to use information technology safely</p> <p>To recognise that choices are made when using information technology</p>	<p>To describe what makes a good photograph</p> <p>To decide how photographs can be improved</p> <p>To use tools to change an image</p> <p>To recognise that photos can be changed</p>	<p>instructions</p> <p>To use logical reasoning to predict the outcome of a program (series of commands)</p> <p>To explain that programming projects can have code and artwork</p> <p>To design an algorithm</p> <p>To create and debug a program that I have written</p>	<p>be represented as pictures</p> <p>To create a pictogram</p> <p>To select objects by attribute and make comparisons</p> <p>To recognise that people can be described by attributes</p> <p>To explain that we can present information using a computer</p>	<p>To show how music is made from a series of notes</p> <p>To show how music is made from a series of notes</p> <p>To create music for a purpose</p> <p>To review and refine our computer work</p>	<p>To create a program using a given design</p> <p>To change a given design</p> <p>To create a program using my own design</p> <p>To decide how my project can be improved</p>			
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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. • use technology purposefully to create, organise, store, manipulate and retrieve digital content . • recognise common uses of information technology beyond school. <p><i>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.</i></p>									
PE	<p>Gymnastics</p> <p>Games Unit 1 – Sending, receiving and travelling</p>	<p>Dance – African Dance</p> <p>Games Unit 2 – Sending, receiving and travelling</p>	<p>Gymnastics</p> <p>Dance – Olympics</p>	<p>Dance – The Lion Kingdom</p> <p>Bat and Ball Games - Tennis</p>	<p>Gymnastics</p> <p>Athletics</p>	<p>Striking and Fielding - Rounders</p> <p>Athletics</p>			
<p><i>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 									
PSHE & RSHE	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Spanish	(Language Angels) Animals (E)			(Language Angels) Instruments (E)			(Language Angels) Seasons (E)		

