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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*** *(Hist)*	Autumn 2 ***What do we need to know about the UK*** *(Hist/Geog)* ***Orient Express*** *(Geog Small area comparison)*	Spring 1 ***London's Burning*** *(Hist)*	Spring 2 ***The Home Front*** *(Local Hist)*	Summer 1 ***A Journey Through Europe*** *(Geog)*	Summer 2 ***Treasure Island*** *(Geog/Hist)*
Enrichment Experiences	The Silk Museum					
British Values and SMSC	Thankfulness	Trust	Perseverance	Justice	Service	Truth & Truthfulness
English	**Rosie Revere Engineer** **The Grotlynn**	**The Minpins** **If all the world were**	**The Great Fire of London** **A Walk in London**	**The Lion and the Unicorn (Class Story)** **The Bear and the Piano** **House held up by trees**	**The Dragon Machine** **Ocean Meets the Sky**	**The Journey Home** **The Water Protectors**
Spelling, Grammar and Punctuation	*Punctuation* ● demarcating **some** sentences with capital letter and full stops ● using spacing between words. *Handwriting* ● 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 *Spelling* ● spelling **some** common exception words* ● segmenting spoken words into phoneme and representing these by graphemes, spelling some correctly *Grammar* ● 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)		*Punctuation* ● 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 *Handwriting* ● 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 *Spelling* ● 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* *Grammar* ● 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)		*Punctuation* ● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. ● *Introduction to inverted commas to punctuate direct speech.* *Handwriting* ● spelling **most** common exception words* ● using the diagonal and horizontal strokes needed to join letters in **most** of their writing *Spelling* ● spelling **most** words with contracted forms* ● adding suffixes to spell **most** words correctly in their writing e.g. –ment, -ness, -ful, -less, ly etc. *Grammar* ● 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)	

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Maths	Number: Place Value *(wks 1 to 3)* Number: Addition and Subtraction *(wks 4 to 8)*	Number: Addition and Subtraction *(wks 4 to 8)* Measurement: Money (*wks 9 to 10)* Number: Multiplication and Division *(wk 11)* Consolidation) *(wk 12)*	Number: Multiplication and Division *(wks 1 to 4)* *Statistics (wks 5 to 6)*	Geometry: Properties of Shape *(wks 7 to 8)* Number: Fractions (*wks 9 to 12)*	Measurement: Length and Height (*wks 1 to 2)* Geometry: Position and Direction *(wks 3 to 4)* Consolidation and Problem Solving *(wks 5 to 6)* Measurement: Time *(wks 7 to 8)*	Measurement: Mass, Capacity and Temperature (*wks 9 to 11)* Consolidation) *(wk 12)*
	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).* ***Place value in two-digit numbers*** *by writing number statements such as 35 < 53 and 42 > 36).* ***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).* ***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).* *Use place value and number facts to solve problems.* ***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* ***Number bonds for addition and Subtraction*** *The pupil can use number bonds and related subtraction facts within 10 and 20(e.g. 18 = 9 + ?; 15 = 6 + ?).* *Adding 3 one-digit numbers* ***Addition and Subtraction***	***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.* ***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.* ***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).* *The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33).* *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. Δ − 14 = 28).* *The pupil can work out mental calculations where regrouping is required (e.g. 52 − 27; 91 – 73).* *The pupil can solve more complex missing number problems (e.g. 14 + ? – 3 = 17; 14 + Δ = 15 + 27).* ***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).*	***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 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins)* ***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).* *The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).* ***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 × 10 + 2 × 5 = 4 × 10).* ***Statistics*** *Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity* *Interpret and construct simple pictograms, tally charts, block diagrams and simple tables*	***Geometry*** *The pupil can recognise and name triangles, rectangles, squares, circles from a group of shapes or from pictures of the shapes.* ***Geometry*** *The pupil can describe properties of 2-D shapes lines of symmetry* ***Geometry*** *The pupil can recognise and name cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.* ***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).* ***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.* ***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* ***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).*	***Measurement*** *using rulers (m/cm)* ***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.* *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…* ***Geometry – Position and Direction*** *Order and arrange combinations of mathematical objects in patterns and sequences* ***Measurement - Time*** *The pupil can read the time on the clock to the nearest 15 minutes.* *Know the number of minutes in an hour and the number of minutes in a day.* ***Measurement - Time*** *The pupil can read the time on the clock to the nearest 15 minutes.* ***Measurement – Time*** *The pupil can read the time on the clock to the nearest 5 minutes.* *Measurement - Time* *compare and sequence intervals of time*	***Measurement*** *mass and capacity* ***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).* ***Measurement*** *temperature ©* *compare and order length, mass, volume/capacity and record the results using < > symbols and =*

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	The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd). *Show that addition of two numbers can be done in any order, but subtraction of one number from another cannot.* ***Number bonds for addition and Subtraction*** *The pupil can use number bonds and related subtraction facts within 20(e.g. 18 = 9 + ?; 15 = 6 + ?).* ***Number bonds for addition and Subtraction*** *The pupil can use number bonds and related subtraction facts within 100(e.g. 100= 90 + ?).*	*Recognise and use symbols for pounds and pence. Combine amounts to make a particular value.* ***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).* ***Multiplication and Division*** *The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables* ***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).* *Solve problems with more than one step.* *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?).*				

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Geography		Use maps to identify continents and countries of the world. Locate the UK and China on a world map and identify main regions and cities. Investigate the environments in China and consider how animals and communities adapt to these environments. Compare the UK to China, identifying key similarities and differences including size, climate, wildlife etc. Research food and farming in China. Compare life for a child in the UK and China. Name and locate the world's seven continents and five oceans. 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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Revisiting in more detail- Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. Skills and Fieldwork 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 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.	Locate London on a map of the world/UK. Plot key locations on a map of the city to show how the fire spread. Local Area – Introduce River Mersey Skills and Fieldwork 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.	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. Introduce River Thames	Name and locate the world's seven continents and five oceans. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Skills and Fieldwork 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 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.	Skills and Fieldwork 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 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.

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<table>
<tr><td>History</td><td colspan="2">Looking at remarkable women from the past and what they are remembered for.
Significant individuals include: Rosa Parks, Mary Seacole, Frida Kahlo, Queen Victoria and Queen Elizabeth I.

The lives of significant individuals in the past who have contributed to national and international achievements.
(comparison of life in different periods)</td><td>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.

Changes within living memory. Aspects of change in national life</td><td>Study of or local high street and how it has changed leading to looking at WW2 and the air raid shelters. Find out about the lives and experiences of children during the war. Learn what an evacuee is. Local history.

Events beyond living memory that are significant nationally or globally.

Great Fire of London</td><td></td><td>The History of pirates and famous female pirates.</td></tr>
<tr><td>Science</td><td colspan="2"><u>Uses of everyday materials</u>

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses.
• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</td><td colspan="2"><u>Animals, including humans</u>
• 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.

<u>Plants</u>
• 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.</td><td><u>Living things and their habitats</u>
• 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;</td></tr>
<tr><td></td><td colspan="4"><u>Working scientifically</u>
• 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.</td></tr>
<tr><td>Art & Design

(Kapow)</td><td colspan="2">Drawing – Tell a story</td><td colspan="2">Sculpture and 3D – Clay Houses</td><td>Craft and design – Map it out</td></tr>
<tr><td></td><td colspan="5">Arts Week – Painting and Mixed Media – Life in colour</td></tr>
<tr><td></td><td colspan="5">Pupils should be taught:
• 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.
• 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.</td></tr>
</table>

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<table>
<tr><td rowspan="2">Music

(Charanga)</td><td>Hands, Feet, Heart</td><td>Ho, Ho, Ho</td><td>I wanna play in a band</td><td>Zootime</td><td>Friendship song</td><td>Reflect, Rewind and Replay</td></tr>
<tr><td colspan="6">Pupils should be taught to:
• 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.</td></tr>
<tr><td rowspan="2">D&T

(Kapow)</td><td>Mechanisms

Fairground Wheel

Design a menu for an Elizabethan banquet. Build a model of a castle.</td><td>Food

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.</td><td>Mechanisms

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.</td><td>Structures

Baby Bear's Chair

Food technology – Make recipes using rationed ingredients. Design and make an air raid shelter.</td><td>Textiles

Pouches

Prepare and cook Indian food. Make an Indian Drum.</td><td>Overflow time to complete units

Children use ICT applications and devices to create a video appeal for people to save our seas.</td></tr>
<tr><td colspan="6">Design
• 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
Make
• 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
Evaluate
• explore and evaluate a range of existing products
• evaluate their ideas and products against design criteria
Technical knowledge
• 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.
Cooking and nutrition
Pupils should be taught to:
• use the basic principles of a healthy and varied diet to prepare dishes
• understand where food comes from.</td></tr>
<tr><td>RE</td><td><u>LIVING</u>
How should we care for others and the world, and why does it matter?</td><td><u>EXPRESSING</u>
How and why do we celebrate special and sacred times?</td><td><u>BELIEVING</u>
Who is Jewish and what do they believe?</td><td><u>BELIEVING</u>
Who is Muslim and what do they believe?</td><td colspan="2"><u>LIVING</u>
What can we learn from sacred books?</td></tr>
</table>

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Computing	**<u>Computing systems and networks – IT around us</u>** To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology	**<u>Creating media – Digital photography</u>** To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed	**<u>Programming A – Robot algorithms</u>** To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written	**<u>Data and information – Pictograms</u>** To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer	**<u>Creating media – Digital music</u>** To say how music can make us feel To identify that there are patterns in music To show how music is made from a series of notes To show how music is made from a series of notes To create music for a purpose To review and refine our computer work	**<u>Programming B – An introduction to quizzes</u>** To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved
	Pupils should be taught to: • *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.* *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.*					
PE	Attack, Defend and Shoot Unit 1 Dance Unit 1	Attack, Defend and Shoot Unit 2 Gymnastics Unit 1	Send and Return Unit 1 Dance Unit 2	Send and Return Unit 2 Gymnastics Unit 2	Hit Catch Run	Run Jump Throw
	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. *Pupils should be taught to:* • *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.*					

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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)	(Language Angels) Animals (E)			(Language Angels) Instruments (E)			(Language Angels) Seasons (E)		