
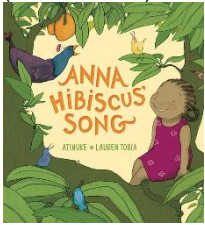
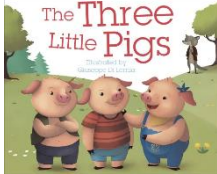
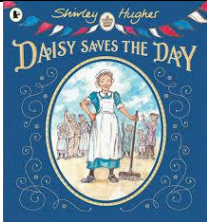
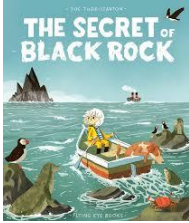
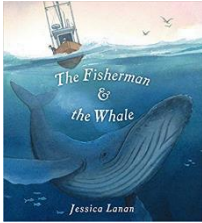

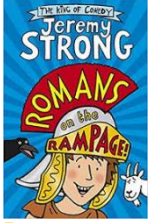
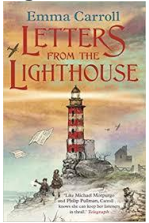




Autumn 1 - LOCAL STUDY

		Focus areas for topic	Curriculum Implementation	Other Planned Links
<b>FS1</b> <b>Baseline Assessment</b>	<b>Maths</b>  <b>English</b> <b>Power of Reading</b> - <b>Poetry</b> <b>Nursery Rhymes</b>			<b>Music</b> – use voices expressively, singing nursery rhymes, Listening skills.
<b>FS2</b> <b>Baseline Assessment</b>	<b>Maths</b> -Baseline -Place Value (numbers to 5) -Addition and subtraction (sorting)  <b>English</b> <b>Power of Reading</b> -Anna Hibiscus' song (link to families)  <b>Poetry</b> <b>Nursery Rhymes</b>	<b>Understanding the World</b> <b>ELG People and Communities:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. <b>ELG The World</b> Children know about similarities and differences in relation to places. They talk about features of their own immediate environment and how environments might vary from one another.	I can talk about myself. I can talk about my family. I can talk about where I live. I know that I live in Grimsby.	<b>PSED</b> – communicate freely about home and community. Describe self in positive terms and talk about abilities. Confident to speak in a familiar group and talk about their ideas. Children talk about how they and others show feelings.  <b>LITERACY</b> – Three Little Pigs (linked to building work & Where I live)  <b>SPEAKING</b> – extends vocabulary. Uses talk to organise, sequence and clarify thinking, ideas and events. <b>IT</b> – stranger danger, keeping personal information to yourself. <b>Music</b> – use voices expressively, singing nursery rhymes, Listening skills.
<b>Year 1</b> <b>Links to previous knowledge</b> FS1/2 - We live in Grimsby	<b>Maths</b> -Place Value (10) -Addition and subtraction  <b>English</b> <b>Power of Reading</b> -Daisy Saves the Day	<b>HISTORY</b> *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>GEOGRAPHY</b> *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	My school is a Victorian building Q Has our school always been the same?	<b>RE</b> – What makes us special?  <b>PSHE</b>  <b>IT</b> - keeping passwords to yourself, recognising a range of everyday technology

	 <p><b>Poetry</b> <b>Acrostics</b></p>	<p>physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>*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>		<p><b>PE</b> – Tag Rugby, Invasion games</p> <p><b>Music</b> - play untuned instrument use voices expressively, listen and move to music, listen to different pitches</p> <p><b>Art</b></p>
<p><b>Year 2</b></p> <p><b>Links to previous knowledge</b> Building on knowledge of Victorians from year 1</p>	<p><b>Maths</b> -Place Value -Addition and subtraction</p> <p><b>English</b> <b>Power of Reading</b> The Secret of the Black Rock</p>  <p><b>Poetry</b> <b>Diamantes</b></p>	<p><b>HISTORY</b> *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>GEOGRAPHY</b> *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> <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>*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>	<p>I live near a seaside town Q How has Cleethorpes changed? The Life of Grace Darling</p>	<p><b>RE</b> - What does it mean to belong?</p> <p><b>PSHE</b></p> <p><b>IT</b> - online stranger danger, use of technology at home</p> <p><b>PE</b> – Tag Rugby, Invasion games</p> <p><b>Music</b> - sing together in unison, understand basic notation, crochets, clap and play note B on recorder</p> <p><b>Art</b></p>
<p><b>Year 3</b></p> <p><b>Links to previous knowledge</b> Physical and human geography Year 1 Seaside - Port</p>	<p><b>Maths</b> -Place Value -Addition and subtraction</p> <p><b>English</b> <b>Power of Reading</b> The Fisherman and the Whale</p>  <p><b>Poetry</b> <b>Clerihews</b></p>	<p><b>HISTORY</b> *Pupils should be taught about an aspect of local history</p>	<p>Grimsby fishing heritage</p>	<p>Fishing in other countries in Europe</p> <p><b>RE</b> – Why remember?</p> <p><b>PSHE</b></p> <p><b>IT</b> - keeping safe online, basic word processing, basic powerpoint skills.</p> <p><b>PE</b> – Tag Rugby, Basketball</p> <p><b>Music</b> - listen with concentration and understanding, play recorder and use and understand staff, and other musical notation</p> <p><b>Art</b></p> <p><b>Harvest Festival</b></p>
<p><b>Year 4</b></p>	<p><b>Maths</b> -Place Value</p>	<p><b>HISTORY</b> * the Viking struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Vikings invasion</p>	<p>Where did the Vikings come</p>

<p><b>Links to previous knowledge</b> Grim a Danish Fisherman How did the Vikings influence the changes to Grimsby?</p>	<p>-Addition and subtraction</p> <p>English Power of Reading Arthur and the Golden Rope</p>  <p>Poetry Kennings</p>		<p>Q Why did the Vikings come to Grimsby?</p>	<p>from? - European countries</p> <p>RE- What does it mean to belong to a faith?</p> <p>PSHE</p> <p>IT - reliability of information, powerpoint skills</p> <p>PE – Tag Rugby, Basketball</p> <p>Music - Cello learning to play a tuned instrument,</p> <p>Art</p>
<p>Year 5</p> <p><b>Links to previous knowledge</b> How did the Romans influence the changes to Grimsby?</p>	<p>Maths -Place Value -Addition and subtraction -Statistics</p> <p>English Power of Reading Romans on the Rampage</p>  <p>Poetry Senyru</p>	<p><b>HISTORY</b> * the Roman Empire and its impact on Britain British resistance, for example, Boudica <b>Focus</b> 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Romans Lincoln Roman Roads</p>	<p>RE – How do people express their faith?</p> <p>PSHE</p> <p>IT - creating a strong password, customising privacy settings, basic Excel skills</p> <p>PE – Tag Rugby, Basketball</p> <p>Music - continue cello. Music theory</p> <p>Art</p>
<p>Year 6</p> <p><b>Links to previous knowledge</b> Builds on work from Year 2 &amp; 3 Grimsby- port. Role of the Fisherman of Grimsby in WW2. Year 3 - Grimsby fishing heritage</p>	<p>Maths -Place Value -four operations</p> <p>English Power of Reading Letters from the Lighthouse</p>  <p>Poetry Ottava Rima</p>	<p><b>HISTORY</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>WW2 Q What was the role of the Grimbarians? Grimsby Trawlers</p>	<p>RE – Is it fair?</p> <p>PSHE</p> <p>IT - It's cool to be kind (google documents), Excel skills</p> <p>PE – Tag Rugby, Basketball</p> <p>Music - continue cello. Music theory</p> <p>Art</p>