

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Food, glorious food!	Superheroes.	It's a kind of magic.	Rabbit, rabbit, rabbit.	Things that go bump in the night.	Through the keyhole.
Class novel			Mr Majeika	The Boy with the Magic Numbers	The Owl who was Afraid of the Dark	
English genres	Instructions Commas in a list Familiar settings	Biography Patterned language Stories from other cultures	Fantasy/imagined Persuasive Discussion Recount	Non-chronological reports Traditional stories - fables/classic	Information Letters Settings Extended/sustained story Descriptions	Newspaper report Diary Explanation Adventure
Maths	Number Addition and Subtraction - partitioning higher numbers Multiplication Measures - weight Properties of Shape Measures - Money	Number Addition and Subtraction Division Fractions - shape and number Measures - Direction and Movement	Number Addition and Subtraction - intro column (expanded) Measures - money Multiplication and Division Time Properties of Shape	Number Addition and Subtraction inc column Measures - length Fractions Direction and Movement	Number Multiplication and Division Fractions Measures - time Properties of Shape inc right angles	Number inc negative Addition and Subtraction Measures - capacity and temperature Measures - Money Direction and Movement
Science	Animals inc humans (food) Notice that animals inc humans have offspring that grow into adults. Find out about and describe basic needs of animals for survival (water, food, air). Describe importance of humans for exercise, eating right types and amounts of foods and hygiene.	Use of everyday materials Identify and compare suitability of materials for uses. Find out how the shape of solid objects can be changed by squashing, bending etc.	Sound Identify how sounds are made associating them with vibration. Recognize that vibrations travel through to the ear.	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 grow and stay healthy.	Habitats Explore, compare diffs between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how diff habitats provide for the basic needs of diff kinf=ds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitat, inc micro habitats. Describe how animals obtain their food from plants and other animals, using idea of simple food chain and identify and	Changing materials Identify and compare suitability of materials for uses. Find out how the shape of solid objects can be changed by squashing, bending etc.

					name diff sources of food.	
Computing	Creating an electronic story (taking photos and adding text)		Saving work Using ICT tools eg paint program (Picasso)	Control & monitoring Predicting Algorithms	Control & monitoring Logo Position and direction Algorithms	Emailing Typing skills
History		Events beyond living memory that are significant nationally - Gunpowder Plot. The lives of significant individuals in the past who have contributed to national and international achievements.				Events beyond living memory that are significant nationally - Great Fire of London. Significant historical events, people and places in their own locality.
Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans 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				Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	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.

<p>Art</p>	<p>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. (Arcimboldo; Picasso)</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination. (Fruit baskets)</p>		<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>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. (Arcimboldo; Picasso)</p>	<p>Use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	
<p>Design Technology</p>	<p>Design - design purposeful, functional and appealing products based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials and ingredients, according to their characteristics - sandwiches and lighthouse pulleys.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication</p>		<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate their ideas and products against design criteria .</p>		<p>Make - select materials and components according to their characteristics</p>	<p>Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics - castles.</p>

	<p>technology.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable - lighthouses and cottages.</p>					
R.E.	<p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern joy and sadness and communicate their responses</p> <p>Be able to identify the ways in which they can be responsible for conservation and sharing in their own lives.</p> <p>To be able to identify ways in which Christians and Sikhs say thank you to God for His provision.</p> <p>Name and explore a range of celebrations, worship and rituals in religion.</p> <p>To identify the practical ways in which Christians demonstrate sharing (harvest festival).</p>	<p>Name and explore a range of celebrations</p> <p>Worship and rituals in religion.</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts ie worship/praise/thanks/concern/joy and sadness, and communicate their responses</p> <p>Begin to understand prayer as a personal experience.</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Identify what matters to them and others, including those with religious commitments, and communicate their responses.</p> <p>To begin to understand how Christians and Muslims prepare for prayer.</p> <p>Christmas celebrations.</p>	<p>Identify what matters to them and others, including those with religious commitments, and communicate their responses.</p> <p>Identify importance for some people, of belonging to a religion.</p> <p>Identify and suggest meanings for religious symbols. Begin to use range of religious words.</p> <p>Reflection on belonging to Sikh and Christian religions.</p> <p>To understand symbols and uniforms as a means for showing belonging.</p> <p>recognise the differences belonging to a religious community makes to peoples lives.</p>	<p>Recognise that there are diff responses.</p> <p>To know what happens in Christian and Sikh places of worship - identify similarities.</p> <p>To begin to understand what contributes to an area intended for worship.</p> <p>Identify what matters to them and others, including those with religious commitments, and communicate their responses.</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>Identify importance for some people, of belonging to a religion.</p> <p>Identify and suggest meanings for religious symbols. Begin to use range of religious words.</p>	<p>Name and explore a range of celebrations, worship and rituals in religion</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>To understand the ideas behind Hindu puja and identify the senses used.</p>	<p>Name and explore a range of celebrations, worship and rituals in religion</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>To describe puja at the Mandir.</p> <p>To discuss Hindu offerings and the senses they use.</p>

P.E.	Games with PE coach.	Games with PE coach.	Games with PE coach.	Games with PE coach.	Games with PE coach.	Games with PE coach.
Music		Christmas production				
PSHE.	Taking care project. Maintaining personal hygiene (Unit 1J Cambridge - Science link) Healthy lifestyles (Unit 1L Cambridge)	Self-awareness (Unit 1B Cambridge)	Communication and participation (Unit 1A Cambridge)	Valuing difference (Unit 1D Cambridge)	Rules, rights and responsibilities (Unit 1E Cambridge)	Changing emotions and responsibilities (Unit K Cambridge)
SMSC.	Esafety School councillors Behaviour charts	Anti-bullying Carol service Christmas production	African schools	KS2 Easter play Red Nose Day	Wider opps concert Swimming gala	Summer fair Sports day
Themed weeks	Film week		Art week			Olympics- Going for Gold