A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Great fire of London**	**Fantasy**	**Heroes**	**Geography - Would you prefer to live in a hot or cold place?**	**Toys Through Time**	**Aesop's Fables**
Key Questions	**What if we are explorers?**	**What makes the fantasy genre special?**	**What makes a hero?**	**Would you prefer to live in a hot or cold place?**	**How have toys changed over time?**	**What can we learn from animal stories?**
English	Texts: You can't take an Elephant on the bus Last stop on Market Street by Matt de la Peña. Adverts Leaflets Narratives Persuasive letters Poetry	Texts: Jim and the beanstalk by Raymond Briggs. Goldilocks and the three bears by Lauren Child Me and You by Anthony Brown Wanted poster Informal letters Sequel to the narrative	Texts: Send for a superhero by Michael Rosen Wanted posters Riddles Story retell Character description	Texts: The Queen's handbag by Steve Antony Narrative Instruction writing	Dragon post by Emma Yarlett. Narrative	Trixie Stickybeak Narrative Postcard Poetry
Maths	**Year 1** Number and place value up to 20 Geometry: Properties of shape Addition and subtraction **Year 2** Number and place value Geometry: properties of shape Addition	**Year 1** Number and place value up to 100 Addition and subtraction facts 7-11 Geometry: Properties of shape **Year 2** Subtraction Geometry: Properties of Shape Multiplication and division Geometry: position and direction	**Year 1** Addition and subtraction facts 11-16 Measurement: Length **Year 2** Geometry: Position and direction Multiplication and Division: Multiplication Tables Measurement: Length and mass	**Year 1** Measurement Addition and subtraction facts 17-20 **Year 2** Measurement: Length and mass Fractions	**Year 1** Fractions Geometry: Position and direction Addition and subtraction **Year 2** Measurement: Time Measurement: Money Statistics	**Year 1** Multiplication and division Measurement: Money Measurement: Mass and Capacity. **Year 2** Place value Addition and subtraction Geometry and measurement Multiplication and division Fractions

Science	Animals including humans, Minibeasts - Identifying a range of minibeasts and their habitats/microhabitats. - Creating a wormery. - Conservation. - Pollination - Creating their own minibeast habitat.	Seasonal Changes- • Understanding there are 4 seasons • Naming the 4 seasons and identifying the changes they bring. • Understanding the change in length of days during different seasons. • Understanding the different weather patterns across the seasons. • To compare rainfall over a 5-week period.	Materials • Identify different materials • **Everyday materials** • Metals/plastic/fabrics/natural • Changes in food when heat or temperature is changed Exploring changes	Plants • Parts of a plant • Pollination • Growth/ Experiments • Types of plants/trees/flowers	Plants • Seasonal flowering plants • The difference between bulbs and seeds. • Plant dissections • Growing plants • Effect of climate on plants and flowers • The plant life cycle.	Living things and their habitats – around the world. Children will look at animal habitats this term looking closely at life in rainforests, oceans and the artic and Antarctic. Identifying features of each habitat.
Art	**Colour chaos** **Learn about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles.**		**Landscapes and Cityscapes** **Children will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. They will make paintings, drawings, and mosaic art, inspired by the three artists.**		**Sculpture and 3D paper play** **Children will explore how to roll and shape paper to make 3D sculptures. They will then work collaboratively to create a group sculpture before adding paint to their sculpture.**	
DT		**Which parts of your picture should move?**		**Structures: Constructing a windmill.**		Children will be creating finger puppet animals taking inspiration from the book 'The journey

		Students design and make a moving picture that tells a nursery rhyme or a simple story, using paper, card, found pictures, found materials and paper fasteners.		Children will design their own windmill structure carefully considering stability, attaching of sails to the main structure and functionality.		home'. Children will design, make and evaluate their finger puppet. The children will learn to thread a needle and sew a simple running stitch.
History	The Great Fire How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings? Could more have been done to stop the fire? How did people manage to live through the Great Fire? How shall we rebuild London?	Florence Nightingale Why is Florence Nightingale remembered today and what did she do in her life? Why do you think Florence took the brave step to go to the Crimea and who influenced her? What did Florence do to help the soldiers and did everyone have the same opinion of her? What were the most important achievements of Florence's life? How do we know so much about Florence's life when she lived so long ago? Should the statue to Mary Seacole in St Thomas hospital be replaced by one to Florence Nightingale?	During Explore and learn Children will complete chronology based tasks that build on their understanding of timelines, significant figures and events known to them. Children will have the opportunity during Term 4 to look at significant explorers.		Toys through time What are toys like today? What are other people's toys like? How can we tell these toys are old? What were our grandparents toys like and how do we know? Who played with these toys a long time ago? Setting up a toy museum	
Geography			A local-scale study of a non-European country (Shanghai). Comparing the local area at a similar scale and fieldwork.	Polar regions Antarctica and deserts. Links with the equator and identifying the continents and oceans on a map and globe.		How is where we live different to other countries? And why? What do maps tell us? How do I

						use an atlas? Mini- unit on embedding geography skills: • Identify places using maps, atlases, globes and aerial images. • Make maps and devise basic keys and symbols • Fieldwork • Geographical vocabulary
Computing	How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.	This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.	This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
R.E	How should we care for others and the world and why does it matter?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live?	Who is Jewish and how do they live?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
Music	The Menu Song (Y1)	Colonel Hathis March (Y1)	Football (Y1)	Who stole my chickens and my hens? (Y1)	Cat and mouse (Y1) Nautilus (Y1)	Come dance with me (Y1)

Sing Up Model Music Curriculum		Magical Musical Aquarium (Y1) Nativity practise				
P.E	**Cricket** **Invasion games**	**Hockey** **Forest school Y1**	**Dance** **Forest school Y2**	**Multi skills** **Netball**	**Athletics**	**Athletics** **Dodgeball**
PSHE (From SCARF)	**Me and My relationships**	**Valuing differences**	**Keeping myself Safe & Relationships**	**Rights and Responsibilities**	**Being my Best** **Healthy Mind set**	**Growing/changing**