

	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
English	<p>The Lonely Beast</p> <ul style="list-style-type: none"> - Nouns/verbs - Adjectives/Sentence structure - Setting description (Writing to entertain) - Writing in role - character description/role on the wall - Newspaper report - Diary entry - to show different emotions through POR journey. 	<p>The Robot and the Bluebird:</p> <ul style="list-style-type: none"> - Predictions (guided reading focus) - Instruction writing (how to make a robot) - link to Art/DT - Non-chronological report (bluebirds) - Writing in role - explore word meaning (surrounding the 4 pictures) - Thank you letter to and from The Bluebird and The Robot. 	<p>The Dark:</p> <ul style="list-style-type: none"> - Poetry - Narrative - Recount (Huguenot Museum trip i.e. Great Fire of London - Black death etc.) - Writing in role - Laszlo's journey. - Newspaper report - the town has been plunged into darkness (link to modern London) history museum London? 	<p>The Diary of Killer Cat/Non-fiction animals books:</p> <ul style="list-style-type: none"> - Diary entry (from The Killer Cat and from point of view of Ellie) - Setting Descriptions - Newspaper report - Persuasive letter - Instruction writing (how to care for a kitten) - Wanted poster - Police report - Narrative 	<p>The Hedgehog:</p> <ul style="list-style-type: none"> - Road safety posters - Instruction writing - Role-play (road safety) - Road safety advert - Setting descriptions (park/pond etc.) 	
<p>Maths</p> <p>Starter strips: (balanced equations - simple) (addition/subtraction) (multiplication/division)</p>	<p>Number and place value:</p> <ul style="list-style-type: none"> - Counting in steps of 2, 5 and 10 from 0, from any number, forwards and backwards. - To be able to recognise tens and ones. - Identify, represent and estimate different numbers using different representations including a number line. - Compare and order numbers from 0-100, using symbols. - Read and write numbers to at least 100 in numerals and words. - Use place value and number facts to solve problems. - Partition two-digit numbers into different combinations using apparatus. 	<p>Addition and subtraction:</p> <ul style="list-style-type: none"> - I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures. - I can answer simple addition and subtraction questions in my head as well as by writing them down. - I can recall all number bonds to 10, use these to work out bonds to 20, and link other related facts. - I can use addition and subtraction facts to 20 quickly and work out similar facts to 100. - I can add and subtract a two digit number and a one 	<p>Multiplication and Division/Fractions:</p> <ul style="list-style-type: none"> - I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers. - I can answer multiplication and division problems within the tables using \times, \div and $=$. - I can answer questions involving multiplication and division mentally and with objects. - I can answer questions involving multiplication and division using arrays and repeated addition. - I can find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$. - I can write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$. 	<p>Money, Shape, Time:</p> <ul style="list-style-type: none"> - I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry. - I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces. - I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid. - I can compare and sort common 2-D and 3-D shapes and everyday objects. - I can put different events in order and compare them. - I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock. - I can tell you how many minutes are in an hour and how many hours are in a day. - I can read the time on a clock to the nearest quarter of an hour - I can compare amounts using these signs: $>$, $<$ or $=$. - I can use the \pounds sign and p sign. I can use notes 	<p>Measurement (temp, length, mass, capacity),</p> <ul style="list-style-type: none"> - I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales. - I can compare amounts using these signs: $>$, $<$ or $=$. - I can read scales in divisions of ones, twos, fives and tens. - I can read scales where not all numbers on the scale are given and work out points in between. 	<p>Statistics and patterns</p> <ul style="list-style-type: none"> - I can order mathematical objects in patterns and sequences. - I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line. - I can read and draw simple pictograms, tally charts, block diagrams and simple tables. - I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. - I can ask and answer questions about totalling and

		<p>digit number mentally and when using objects, number lines and pictures.</p> <ul style="list-style-type: none"> - I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures. - I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures. 		<p>and coins to make a particular amount.</p> <ul style="list-style-type: none"> - I can find different ways for coins to add up to an amount. - I can add and subtract money and give change. 		<p>comparing grouped data.</p>
Science	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> - LO: identify that most living things live in habitats to which they are suited. - LO: Describe different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - LO: identify and name a variety of plants and animals in their habitats, including microhabitats 	<p>Animals including humans:</p> <ul style="list-style-type: none"> - I can explain that animals, including humans, have babies which grow into adults. - I can explain the needs of animals, including humans, for survival. - I can explain the importance of exercise, eating healthily and keeping clean. - I can spot and name a variety of common animals that are carnivores, herbivores and omnivores. - I can group animals according to what they eat. 	<p>Materials:</p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Living things and their habitats (food chains):</p> <ul style="list-style-type: none"> - 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. - Explore and compare the differences between things that are living, dead, and things that have never been alive. 		<p>Plants:</p> <ul style="list-style-type: none"> - Observe and describe how seeds and bulbs grow into mature plants. - Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.
Topic	<p>The UK:</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the 4 countries, capital cities, surrounding seas and rivers. - Identify seasonal and daily weather patterns within the UK and location of hot and cold areas of the world. - Key physical features: including 	<p>All around the world:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences of the UK and a contrasting non-European country. - Use simple compass directions and locational and directional language 	<p>The Great fire of London:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally and globally. 	<p>The Great fire of London:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally and globally. 		<p>Significant people:</p> <ul style="list-style-type: none"> - The lives of significant individuals in the past who have contributed to national and international achievements. - Thomas Waghorn - Charles Dickens

	beach, cliff, coast etc.	to describe features on a map.				
RE	<p>The Chosen People:</p> <ul style="list-style-type: none"> - Know that we are chosen and gifted by God and we thank God for choosing us by helping others. - Know why God chose Abraham and that he trusted in God to guide him. - Know that God chose Moses to help his people and that we are chosen to help others. - Understand that Daniel had to be brave and have faith because he was chosen. 	<p>Mysteries:</p> <ul style="list-style-type: none"> - Know about and reflect upon mysteries. - Know that there are three persons in one God. - Know about and reflect on God's choice of Mary and Joseph. - Know that Jesus is God's gift to the whole world and how we can respond to that. 	<p>The Good News</p> <ul style="list-style-type: none"> - Know that Jesus can change sadness into joy. - Know that we should always remember to thank Jesus for his help. - Know that Jesus used his power to help others and reflect on the importance of these events. - Know that Jesus brought the good news of God's love and reflect on what this means for us. 	<p>The Mass:</p> <ul style="list-style-type: none"> - Know and reflect on the importance of the celebration of Mass. - Know about the readings at Mass and why we should listen to them. - Know that at offertory we offer gifts to God. - Know and appreciate that at the Consecration the bread and wine are changed in Jesus. 	<p>Eastertide:</p> <ul style="list-style-type: none"> - Know that Jesus rose from the dead and still lives to be with us. - Know that Jesus told the disciples that he would go back to Heaven but promised that The Holy Spirit would come. - Know that Jesus returned to Heaven and promised to return again and this gives us hope. - Know the story of the coming of The Holy Spirit on the apostles and that the Holy Spirit is promised to us. 	<p>The Church is Born:</p> <ul style="list-style-type: none"> - Know that when the apostles received The Holy Spirit they spread the good news and know that we can spread the good news. - Know about the Early Christian community and understand that we are part of it today. - Know that the apostles realised that God could work through them. - Know that story of Peter's escape from prison and reflect on its meaning.
PE	<p>Indoor: Gymnastics</p> <p>Outdoor: Multi-skills</p>	<p>Indoor: Dance</p> <p>Outdoor: Football</p>	<p>Indoor: Gymnastics</p> <p>Outdoor: Football</p>	<p>Indoor: Rugby</p> <p>Outdoor: Basketball</p>	<p>Outdoor: Tennis</p> <p>Kwik Cricket</p>	<p>Outdoor: Athletics</p> <p>Rounders</p>
Art/Music/DT	<p>Art: linked to Geography topic:</p> <ul style="list-style-type: none"> - I can experiment with basic tools on rigid and flexible materials. - I can make collages by folding, crumpling and 	<p>Music (music express) Our Land:</p> <ul style="list-style-type: none"> - The children explore timbre and texture as they explore descriptive sounds. - They listen to and 	<p>DT linked to topic (The Great Fire of London):</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based 	<p>Music (music express) Animals:</p> <ul style="list-style-type: none"> - Listening to a steady beat and responding in movement. - Identifying and responding to changes in pitch. - Performing changes in pitch using whole body 	<p>Art: (plant art)</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 	<p>DT: (linked to Road Safety adverts):</p> <ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on

	<p>tearing materials.</p> <ul style="list-style-type: none"> - I can use different techniques like carbon printing, relief, press and fabric printing and rubbings. 	<p>explore music inspired by the myths of our land.</p> <ul style="list-style-type: none"> - To understand how sounds can be descriptive. - I can create and explore instrumental music inspired by British myths and legends. 	<p>on design criteria.</p> <ul style="list-style-type: none"> - To use the basic principles of a healthy and varied diet to prepare dishes - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. - To understand where food comes from. 	<p>movement and voice.</p> <ul style="list-style-type: none"> - Reading pitch line notation. - Playing pitch lines on tuned percussion. - Combining pitch change with changes in other elements/dimensions. 	<p>to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> - 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 	<p>design criteria.</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. - 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. - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.
ICT	<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 <p>I can understand what algorithms are.</p> <p>I can understand how algorithms perform as programs on digital devices.</p> <p>I can understand that programs run by following precise and clear instructions.</p>	<ul style="list-style-type: none"> • create and debug simple programs <p>I can create a simple program.</p> <p>I can debug a simple program.</p>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content (computer art) <p>I can use technology to purposefully create digital content.</p> <p>I can use technology to purposefully organise and store digital content.</p>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content (presentation skills - The Great Fire of London) <p>I can use technology to purposefully create digital content.</p> <p>I can use technology to purposefully organise and store digital content.</p> <p>I can use technology to retrieve digital content.</p>	Raspberry Pi	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content (lined to road safety advert) <p>I can use technology to purposefully create digital content.</p> <p>I can use technology to purposefully organise and store digital content.</p> <p>I can use technology to retrieve digital content.</p> <p>I can use technology to manipulate digital content.</p>