



### English

**Autumn:** **Cool Antarctica** Lost and Found – narrative and information  
**Fire! Fire! The Gunpowder Plot:** recount  
**The Great Fire of London:** Diary, poetry, newspaper and recount.

**Spring:** Pirate Cruncher - Jonny Duddle - narrative, instructions.  
**Off with his head: The Queens Knickers.** Narrative, diary.  
**Wanted: Perfect Pet.** Narrative and explanation text.

**Summer:** **Oh I do like to be beside the Seaside**  
**The Disgusting Sandwich** - Narrative, instructions and descriptions. **Something fishy!** Narrative.  
**The Secret of Black Rock** : Narrative, explanation texts and poetry.  
**Jack and the Beanstalk**  
**The Storm Whale**

### Maths

- Number and place value
- Number: Addition and Subtraction
- Measurement: Money
- Number: Multiplication and division
- Statistics
- Number: Fractions
- Measurement: Time
- Geometry: Properties of Shape
- Measurement: Length and height
- Geometry: Position and direction
- Measurement: Mass, Capacity and Temperature

### Science

**Autumn:**  
 Living things and habitats  
 Use of everyday materials

**Spring:**  
 Use of everyday materials  
 Animals including humans

**Summer:**  
 Animals including humans  
 Plants



	Geography	History	Art	Physical, Social, Health and Economic (PSHE) Inc RSE	Computing
<b>Autumn</b>	<p><b>Cool Antarctica!</b>                      What is the weather pattern on the continent of Antarctica like?                      Identifying the continents of the world                      Know the key physical and human differences between the United Kingdom and Antarctica                      Know the difference in weather patterns and climates between the UK and Antarctica</p>	<p><b>Fire! Fire!</b>                      How did the Great Fire of London change the 1600's?                      The Great Fire of London.                      The Gunpowder Plot.                      Significant individuals in history.                      Historical enquiry                      Using secondary sources of information to explain the past.</p>	<p><b>Keith Haring</b>  <b>Drawing</b> – chalk and black paper, chalk outside. Light and dark.                      Accuracy of colour application  <b>Colour</b> – To know how to create shades of colour – including variations of the same colour  <b>Pattern</b> – Collaborative pattern making using figures. Tessellation, rotation.  <b>Printing</b> – To create prints using both negative and positive print techniques</p>	<p><b>Being Me in My World:</b>                      Hopes and fears for the years                      Rights and responsibilities                      Safe and fair environments  <b>Celebrating Difference:</b>                      Assumptions and stereotypes about gender                      Understanding bullying – standing up for yourself and others</p>	<p><b>Computing Systems and Networks</b> – IT Around Us   <b>Creating Media</b> – Digital Photography</p>
<b>Spring</b>	<p><b>Shiver me Timbers!</b>                      Comparison of the localities Worcestershire / Fiji                      Locating the UK and what continent it is in.                      Learning the names and locations of the oceans and seas.</p>	<p><b>Off with his head!</b>  <b>Who is next in line for the Throne?</b>                      Creating timelines and family trees.                      Learning all about significant individuals in history.</p>	<p><b>Alberto Giacometti</b>  <b>Drawing</b> – Controlled lines. Pencil marks to show texture  <b>Form</b> – Recreate sculptures, foil, sticks, pipe cleaners and masking tape etc</p>	<p><b>Dreams and Goals:</b>                      Achieving realistic goals                      Perseverance                      Learning strengths  <b>Healthy Me:</b>                      Motivation                      Healthier choices                      Relaxation</p>	<p><b>Programming A</b> – Robot Algorithms   <b>Pictograms</b> – Collecting data and present on a computer</p>
<b>Summer</b>	<p><b>Oh I do like to be by the seaside!</b>                      Know how to use map symbols and create symbols and maps                      Revise compass directions</p>	<p><b>Power of Protest</b>  <b>How do people stand up for what we believe in?</b>                      Suffragettes, Rosa Parkes, Malala Yousafzai                      Lives of significant individuals in the past who have contributed to National and International achievements.</p>	<p><b>Sonia Boyce (F)</b>  <b>Texture/Collage</b> – To know how to use contrasting textures of collage materials, dull/shiny smooth/rough  <b>Pattern</b> – using collage to create pattern – designing and creating their own pattern using block printing  <b>Printing</b> – To use polystyrene block printing based on their own designs  <b>Colour</b> – To be able to explore the differences when working in colour</p>	<p><b>Relationships:</b>                      Different types of family                      Physical boundaries                      Friendship and conflict                      Secrets  <b>Changing Me:</b>                      Life cycles in nature                      Growing from young to old                      Assertiveness                      Preparing for transition</p>	<p><b>Creating Media</b> – making music   <b>Programming</b> – an introduction to Quizzes</p>

with poster paint, pastels and felt tips

	Music	Physical Education (P.E)	Design and Technology (D&T)	Religious Education (R.E)
<b>Autumn</b>	<p><b>Exploring Simple Patterns</b> How does music help us to make friends?</p> <p><b>Christmas Production</b></p>	<p><b>Games</b> – Brilliant ball skills- Target skills – dribbling Brilliant ball skills – invasion games</p> <p><b>Dance</b> – Zumba Master basic movements of throwing and catching. Participate in team games.</p>	<p><b>Structures</b> Create a study structure based on Baby Bear’s chair</p>	<p>1.6 Who is a Muslim and how do they believe? 1.7 Who is Jewish and how do they believe?</p>
<b>Spring</b>	<p><b>Exploring Feelings Through Music</b> How does music make the world a better place?</p> <p>Inventing a musical story</p> <p><b>How does music teach us about our neighbourhood?</b></p>	<p><b>Games</b> – Bats and rackets – striking and field game skills. Net and wall games.</p> <p><b>Dance</b> – Animals <b>Gymnastics</b> – pathways. Develop balance, agility and coordination. Participate in team games. Develop simple tactics for attacking and defending Perform dances using simple movement patterns</p>	<p><b>Textiles</b> Design a purposeful product Generate, develop and model ideas Construct a pouch</p> <p><b>Cooking and Nutrition</b> A balanced diet healthy wraps</p>	<p>1.8 What makes some places sacred to believers? 1.2 How and why do we celebrate special times?</p>
<b>Summer</b>	<p><b>Music that makes you dance</b> <b>How does music make us happy?</b> Exploring improvisation</p> <p><b>How does music teach us about looking after our planet?</b></p>	<p><b>Golf</b> <b>Athletics</b> <b>Gymnastics:</b> Stretching, turning and curling Further opportunities to extend children’s agility, balance and coordination.</p>	<p><b>Mechanisms: Ferris Wheel.</b> Build structures Exploring how they can be made stronger and more stable. Explore and use mechanisms.</p>	<p>1.9 How should we care for others in the world and why does it matter?</p>

**Online Safety:**

<b>Autumn</b>	<p>Creating a class Code of Conduct. Online Bullying – I can understand how bullying can make someone feel. Self-Image and Identity – I can say how someone's online identity can be different to their real life identity. Health, Well-Being and Lifestyle – I can say rules for using technology in different settings.</p>
<b>Spring</b>	<p>Privacy and Security – I know online information about me can be seen by others. Safer Internet Day Online Reputation – I know information about people on the internet lasts for a long time.</p>
<b>Summer</b>	<p>Copyright and Ownership – I can explain why work I create belongs to me. Online Relationships – I can use the internet to communicate with people. Managing online information – I can use key word searches to find information.</p>