



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Read and write numbers from 1 to 100 in words</p> <p>Partition numbers in different ways (e.g. <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>) to support subtraction</p> <p>Numbers can be added and multiplied in any order (associative rule)</p> <p>Know that multiplying and dividing are inverse calculations</p> <p>Share/divide by 2, 5 and 10</p> <p>Place value of hundreds, tens and ones</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Column addition and subtraction to two digits</p> <p>Calculate and write mathematical statements for multiplication and division</p> <p>To use appropriate language</p>	<p>Use all four operations to solve word problems</p> <p>Read and interpret a picture graph with confidence</p> <p>Choose and use appropriate standard units to estimate and measure: length/height/mass /temperature</p> <p>Read relevant scales to the nearest numbered unit</p> <p>Use mathematical vocabulary to describe position, direction and movement to include programming robots using instructions given in right angles</p> <p>Revise names and properties of common 2-D and 3-D shapes</p> <p>Solve simple problems in a practical context involving addition and subtraction of money including giving change</p>	<p>Count in fractions up to 10, starting from any number and using the <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence on the number line</p> <p>To compare and order fractions with different denominators</p> <p>Write simple fractions e.g. <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise equivalence</p> <p>Choose and use appropriate standard units to estimate and measure: volume</p> <p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>Tell and write the time to five minutes (linking to the 5 times table)</p> <p>Understand and use the connection between the units of time: seconds, minutes, hours, days, weeks</p> <p>Understand <math>&gt;</math> and <math>&lt;</math> symbols and answer problems accurately</p>			
	Priority is given to mental arithmetic, problem solving and reasoning throughout the academic year.					

English	Katy in London Vlad and the Great Fire of London (Entertain/Inform)	The Runaway Iceberg  Penguins National Geographic Reader, Level 2 (Inform/ Non Chronological Reports)	The Magic Paintbrush by Julia Donaldson (Narrative - Entertain)  All About Japan: Stories, Songs, Crafts and Games (Inform/ Instructions)	Famous People Watts' books on Famous People Little People Big Dreams.	You Wouldn't Want to be a Victorian Schoolchild by David Salariya (Non-fiction)  Lost in the Toy Museum by David Lucas (Entertain)	The World Came To My Place Today by Dr Jo Readman (Inform / Entertain)  Tasty Poems by Jill Bennett (Entertain)
	Comprehension skills and spelling are taught throughout the year within English lessons and guided reading sessions alongside Accelerated Reader. Spelling, punctuation and grammar skills are embedded in English lessons throughout the year.					
Wider Curriculum	<b>London's Burning (History Focus)</b>  In this topic, pupils will be taken back in time to 17th century London where they will discover what life was like just prior to the Great Fire of London. They will become historical detectives, examining evidence (artefacts, diaries and paintings) to work out exactly what happened and how it changed London and the fire service for the better. Pupils will learn about the causes and	<b>Amazing Animals (Science Focus)</b>  In this topic, pupils will focus on learning about how animals change over their lives. They will consider what animals' basic needs for survival are and how we sort animals into classification groups. They will research why animals live in certain habitats and how animals are adapted to living in their habitats. They will focus on how	<b>Journey to a Faraway Land (Geography Focus)</b>  In this topic, pupils will embark on a journey to an unknown faraway land (country located in Asia). The topic will be taught in two parts. Firstly, the journey will immerse the pupils in ship life including mapping skills, material investigations and survival skills. Finally, they will arrive at their destination and	<b>Famous People (History PSHEE focus)</b>  In this topic, pupils will explore a variety of famous people from the past who's actions in the past influence how we live to day. They will draw comparisons between then and now and predict what might happen in the future. Florence Nightingale/Mary Seacole – nursing/health and cleanliness	<b>Spinning Tops and Finger Stocks (History Focus)</b>  In this topic, pupils will travel back in time to when Queen Victoria was on the throne (1837-1901). They will have the opportunity to experience life as a Victorian child. Pupils will find out about key elements of childhood including schools, toys, working life as well as the	<b>(Science Focus)</b>  <b>Farm to Fork (Science/Geography Focus)</b>  In this topic, pupils will learn about the journey of everyday items, with special emphasis on where food comes from. They will explore the locations and processes of different farms around the UK and beyond, reflecting on the origin of our foods and items that we eat and

	consequences of the Great Fire of London and try to put themselves in the shoes of those that have been caught in fires and lost treasured possessions. They will have the opportunity to create fire-related artwork, as well as experience a real fire for themselves!	penguins adapt to living in a polar habitat.	immerse themselves in the culture of the new country by learning about food, celebrations and basic geography.	Louis Braille Helen Keller – guide dogs David Attenborough. We will link this to people who help us and learn from visitors to the school.	monarch and her family. Throughout the topic, children will be encouraged to make comparisons to their life as a child in the modern day 2020s.	enjoy on a daily basis. Throughout the unit, the children will be encouraged to reflect on how we use the Earth's natural resources, how to appreciate them and how not to waste them.
<b>Art</b>	<b>Still Life</b> Learn to draw what we see using a variety of materials and techniques.  <b>Skills:</b>  Observation, mark-making, sketching, textural rubbings, blending, shadows and highlights and still life.		<b>Exploring Shape &amp; Pattern</b>  Learn to use shapes to create patterns using a variety of materials and techniques.  <b>Skills:</b>  Printing, design, pattern-making, spacing, colour, shape, collage and textiles.		<b>Mother Nature &amp; the Designer</b>  Use mother nature's patterns, colours and textures to inspire your artwork.  <b>Skills:</b>  Observation, mark-making, design, pattern, shape, form, scale, moulding and weaving.	
<b>RE</b>	<b>What did Jesus Teach?</b>  Key Question:  Is it possible to be kind to everyone all of the time?	<b>Christmas – Jesus as Gift from God</b>  Key Question:  Why do Christians believe God gave Jesus to the world?	<b>Prayer at Home</b>  Key Question:  Does praying at regular intervals help a Muslim in his/her everyday life?	<b>Easter – Resurrection</b>  Key Question:  How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Community &amp; Belonging</b>  Key Question:  Does going to a Mosque give Muslims a sense of belonging?	<b>Hajj</b>  Key Question:  Does completing Hajj make a person a better Muslim?

<b>PSHE</b>	<b>Me &amp; My Relationships</b>	<b>Valuing Difference</b>	<b>Rights &amp; Responsibilities</b>	<b>Being My Best</b>	<b>Keeping Myself Safe</b>	<b>Growing &amp; Changing</b>
<b>MFL</b>	<p>Revise numbers up to 20.</p> <p>Identify and recall some places in town.</p> <p>Say what is or isn't in your town using "there is" and "there is no".</p> <p>Ask for directions to various places in town.</p> <p>Give simple directions to a place in town.</p> <p>Revise meeting new people, introductions (name, age and residence).</p> <p>Recall key words for various types of people.</p> <p>Identify and say the name of some animals.</p> <p>Identify some examples of habitat.</p> <p>Ask where people or animals live and respond.</p> <p>Talk about Christmas and identify some Christmas related vocabulary.</p>		<p>Practise numbers up to 30.</p> <p>Identify and practise a few means of transports.</p> <p>Identify and practise a few countries.</p> <p>Say how they travel to a particular place.</p> <p>Understand and express simple opinions.</p> <p>Identify and name a few farm animals.</p> <p>Say what colour a particular animal is.</p> <p>Start to understand word order when using colours.</p> <p>Ask someone if they like a particular animal.</p> <p>Talk about Easter and identify some Easter related vocabulary.</p>		<p>Count up to 30.</p> <p>Identify tens up to 60.</p> <p>Learn the key words on the life cycle of a frog.</p> <p>Talk about the life cycle of a frog.</p> <p>Identify some natural habitats.</p> <p>Ask where the frog is and respond.</p> <p>Recall a variety of ice cream flavours.</p> <p>Ask for a single or a double ice cream.</p> <p>Understand and take part in a basic conversation on buying ice creams.</p> <p>Ask for a price.</p> <p>Express simple opinions.</p>	
<b>Computing</b>	<p><b>Computer Networks and Systems - IT around us</b></p> <p>How is technology used in our lives?</p> <p>IT in the home and society</p> <p>Responsible use of IT</p>	<p><b>Creating Media - Digital photography</b></p> <p>Devices used for photography</p> <p>Capturing, editing and improving photos</p> <p>Understand that not all images are real</p>	<p><b>Programming - Robot Algorithms</b></p> <p>Explore sequences and order</p> <p>Make predictions using logical reasoning</p> <p>Design and test algorithms</p>	<p><b>Creating Media - Digital music</b></p> <p>Use patterns to make music</p> <p>Create rhythms and tunes</p> <p>Compare digital and non-digital creation of music</p>	<p><b>Data handling - Pictograms</b></p> <p>Use patterns to make music</p> <p>Create rhythms and tunes</p> <p>Compare digital and non-digital creation of music</p>	<p><b>Programming – Programming quizzes</b></p> <p>Explore sequences of commands and make predictions</p> <p>Use and modify quiz designs</p> <p>Evaluate and improve work</p>

<b>Music</b>	<b>Pulse and Rhythm, Performance Skills</b>  Listen attentively to and play instruments, with increasing control of technique, pulse and rhythm  Introduce simple notes and rest durations in grid and staff notation  Play and sing with increasing accuracy from graphic notations and by copying aural cues  Develop singing, acting and movement skills to enhance expressive performance in front of an audience  Link to topic: Tudor music (London’s Burning)	<b>Pitch, Loud and Quiet</b>  Introduce staff notation for note pitch  Play and sing from simple step and leap notation patterns and perform note recognition exercises  Identify and control sudden and gradual changes of volume  Sing solo and as an ensemble  Link to topic: World music (Journey to a Faraway Land)	<b>Introduction to Recorder Technique</b> <b>Composition Soundscapes (Texture, Timbre, Structure)</b>  Create a group composition in ternary form incorporating a range of timbres and textures; notate it in a graphic score and perform it as an ensemble  Learn about the history of the recorder; listen to/watch high quality live and recorded recorder music from baroque to contemporary times  Begin Recorder Karate programme by exploring early recorder technique; learn to play one or two notes correctly by ear and from notation  Link to topics: street cries and Music Hall (Victorian childhood) Space composition			
<b>Sport</b>	<u>Football</u> : dribbling, receiving and passing the ball, dodging  <u>Hockey</u> : dribbling, receiving and sending the ball  <u>Dance</u> : music and movement, expression, including mood, and composition  <u>Swimming</u> : stroke development in all 4 areas  Climbing: All	<u>Rugby</u> : carrying, passing and receiving the ball  <u>Ball Skills</u> : bouncing, catching, receiving, sending and shooting with hands and a racket in pairs and playing small games  <u>Gym</u> : movement, balance, expression. Use of small apparatus  <u>Swimming</u> : aquatic skills, personal survival, sculling, stroke awareness	<u>Starting games</u> : bowling, catching, aiming to space, fielding incorporating aspects of cricket, tennis  <u>Athletics</u> : running, jumping, throwing  <u>Swimming</u> : stroke development, distances and times			

	Matches with other schools take place throughout the year, from Year 3 upwards.		