|  | **Autumn 1****(7)** | **Autumn 2****(7)** | **Spring 1****(7)** | **Spring 2****(5)** | **Summer 1****(6)** | **Summer 2****(7)** |
| --- | --- | --- | --- | --- | --- | --- |
| **CLASS NOVEL** | **MILTON THE MIGHTY** | **FANTASTIC MR FOX** | **THE MAGIC FARAWAY TREE** | **THE WORST WITCH** | **STUART LITTLE** | **MATILDA** |
| **English** | **The Storm Whale: To Entertain: To retell a simple narrative(3 weeks)** **\* Link to Science, Geography, DT and Art** **\*Publish**  **The Proudest Blue: To Express: Speech bubbles from different parts of the story with a focus on emotive language(2 weeks)** **\* Linked to PDW****The Works Key Stage 1: Poetry: To Express: Performance Poetry** | **Blown Away : To Entertain: Narrative: modifying a well-known story (3 weeks)** \*Publish**The Bear and the Piano: To Express: Letter (3 weeks)** \*Publish**The Christmas Story as told by Assellus: Reading focus (1 week)**   | **Little People, Big Dreams: Florence Nightingale: To Inform: Biography (3 weeks)** **The Water Princess: To Persuade: Letter to PM(3 weeks)** **\*Link to Geography** **\*Publish**  **Black Country Museum Recount: To Express: Recount about the school trip** **(2 weeks)**  | **Man on the Moon (A Day in the life of Bob): To Describe: Setting Description (2 weeks)** **The Building Boy: To Entertain: modifying a well-known story** **(3 weeks)** \*Publish   |  **The Wolf’s Story by Toby Forward: To Persuade: First person recount (3 weeks)**  \*Publish**To Entertain: Retell traditional tales: Three little pigs and Jack and the Beanstalk (3 weeks)**      | **\*Writing moderation**  **The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams & James Weston Lewis: To Inform: Recount of historical events. (3 weeks)**  **DK Plants: To Inform: Basic Non-Chronological Report: What plants need to thrive** **(2 weeks)** **\*Publish**  **Poetry - Blue balloons and Rabbit Ears: To write a poem about a plant (2 weeks)**  |
| **Maths** | **Unit 1 Place Value**Count to 20 and estimate quantitiesPartition teen numbers and compareCount to 100 in 1s/10s; compareSay 1/10 more or less up to 100**Unit 2 Addition and Subtraction**Adding by countingPartitioning to create number bondsSubtraction: count back/take away**Unit 3 Shape and Data**Explore shapes and line symmetryUnderstand/identify 2-D shapesSort 2-D shapes according to propertiesUnderstand/identify 3-D shapes | **Unit 4 Money**Coins to 10p: identify and exchangeMake amount/find possibilities**Unit 5 Addition and Subtraction**Add by counting on (numbers to 20)Number bonds to 10Say one more/one less up to 100**Unit 6 Time**O’clock times and sequences of eventsDays of the week; months of the year | **Unit 2 Place Value**1 more and 1 less than 2-digit numberCount in 10s; say numbers 10 more/lessPlace value in 2-digit numbers**Unit 3 Money**coins to pay amounts and find totalsFind change: difference between amounts**Unit 4 Addition and Subtraction**Number bonds to 8 and 9; doublesUse facts and doubles to add 3 numbersFind 10 more/less than a 2-digit numberRelate adding/subtracting using factsAdd and subtract 10, 20, 30 | **Unit 5 Place Value**Compare, order 2-digit numbers using PVPlace value to order 2-digit numbers; say 10 more/less**Unit 6 Fractions**Understand halves and quartersFind half and quarter of amounts**Unit 7 Measures**Measure using a uniform unitCompare and measure weightsMeasure lengths in cubesFind differences between lengths**Unit 8 Multiplication**Even and odd numbers and doublesCounting in 2s: even/odd numbersDoubling and halving | **Unit 3 Addition and Subtraction** Add 10s and near 10s to a 2-digit numberSubtract 10s/near 10s from 2-digit numbersAdd/subtract 10, 11, 12**Unit 4 Measures and Shape**Compare and measure capacitiesExplore container capacityRecognise/describe 3-D shapes and turns**Unit 5 Addition and Subtraction**Number bonds to 10; add to next 10Add by bridging 10 using number bondsBridge 10 using number bonds**Unit 6 Money**Find totals of coins using number factsChange/differences in amounts of moneyTotals of amounts; change from 10p, 20p | **Unit 7 Addition and Subtraction**Number facts to add and subtract moneyPatterns to add/subtract 1-digit numbersPatterns to add 1-digit to 2-digit numbers**Unit 8 Time**Analogue time to half-hour; sequencingAnalogue and digital time to half-hourUnits of time and ways of showing times**Unit 9 Multiplication, Division, Fractions**Counting in 2s, 5s and 10sDivision by finding how many setsDoubling and halvingMultiplication and division as sets**Unit 10 Data**Measure time using different unitsTime data; graphs and pictograms |
| **Science** | Living things and their habitats | Animals (including humans) | Everyday materials | Everyday materials | Plants | Plants |
| **History** | Changes within Living Memory | Guy Fawkes and The Gunpowder Plot | Florence Nightingale***Black Country Museum.*** | Neil Armstrong | Communication Then and Now | The Great Fire of London |
| **Geography** | Maps – create and use4 compass directionsContinents and oceans.Seas around UK.Capital cities of the UK. | Differences between villages, towns and citiesGeographical Vocabulary | Compare local area to Tanzania – culture etc | Use aerial photographs to compare TanzaniaSignificant World landmarks (that can be seen from space) | ClimateTemperature hottest nearest to Equator. | Weather Link between weather and geographical physical features. |
| **Art** | Hues of secondary colour Fauvism – Henri Matisse | Hues of secondary colour Fauvism – Henri Matisse | Abstract expressionism – Jackson Pollock | Abstract expressionism – Jackson Pollock | Art in nature – Andy Goldsworthy - SculptureIntaglio printing | Art in nature – Andy Goldsworthy - Sculpture |
| **DT** | Making breadHealthy eating | Making breadHealthy eating | Levers, sliders, wheels and axles (stiffer, stronger, more stable structures) | Design and build a moving vehicle | Textile pattern, printing block | Textile pattern, printing block |
| **Music** | BhangraUn-tuned and tuned instruments | Marches and hymnsNativityUn-tuned and tuned instruments | African music (drumming, singing and chanting)Un-tuned and tuned instruments, play in a group  | African music (drumming, singing and chanting) Un-tuned and tuned instruments, play in a group | WaltzUn-tuned and tuned instruments, play in a group | WaltzUn-tuned and tuned instruments, play in a group |
| **PE** | **Striking and Fielding**To develop their ability to roll/move the ball accurately.  To analyse personal performance and identify ways to improve it. To identify the skills required to catch/stop the ball.  To strike the ball with some consistency | **Multi-skills** To develop agility and co-ordination when moving around an enclosed space To develop initial throwing and catching skills further. To understand the principles of simple games and compete against opponents. To understand body and spatial awareness to move around a space safely including changing direction.  To develop team-work and tactics to defeat opponents in increasingly larger-sided games. | **Gymnastics**To develop a good knowledge of gymnastic balances. (1-point to 5-point)  To further develop their ability to hold a balance. To ensure all limbs are as straight as possible and being used in together to complement the balance.  To assess what makes a balance successful including quality of body position to aid balancing.  To develop pupils ability to travel in a range of ways on the floor and using apparatus. | Tag-rugby/CatchingTo keep close control of the rugby ball when in motion.  To suggest improvements to the technique of peers when passing. To be able to catch in different scenarios: (two-handed, one-handed, one-legged, etc) To catch different objects effectively. To be able to catch a ball while stationary and in motion. | **Dance – Maypole**To respond in the correct manner to commands (eg: freeze or left foot balance). To use spatial and bodily awareness when moving. To repeat simple sequences of movement and mimic movements of others.  To use bodies to display the different shapes or movements of animals.  To produce a dance based on a stimulus such as a word or object. (Olympics, Winter, Animals, Space, etc) | **Athletics**To develop the ability to run at speed, using arms and upper body to increase performance.  To develop knowledge of how to use your body to maximise performance.  To understand how to hurdle effectively. To use a range of jumps to increase distance covered. To throw an object as far as they can. |
| **Computing** | **Computing systems and networks: Information Technology around us** To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology | **Creating media: Digital photography**To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed | **Programming: Robot Algorithms**To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written | **Data and Information: Pictograms** To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer | **Creating media: Making music** To say how music can make us feel To identify that there are patterns in music To show how music is made from a series of notes To show how music is made from a series of notes To create music for a purpose To review and refine our computer work | **Programming: Programming quizzes**To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved |
| **PDW**  | Teasing and bullyingStereotypes – create instructions on how to be a good friend and to avoid stereotypes (link to the proudest blue) | Private parts of my body | DiversityOnline limits***Pantomime Visit*** | Good friends Mental and physical well-being | Secrets | Democracy |
| **RE** | Rosh Hashanah – JudaismLiving by rules (The Torah)Being Regardful of suffering | Nativity - Christianity | Participating and willing to lead (Moses)Creating Unity and Harmony | Easter- ChristianityBeing merciful and forgiving (Jesus and his disciples)Sharing and being GenerousBeing Temperate, exercising self-discipline and cultivating serene contentment | Caring for others animals and the environmentAppreciating Beauty | Being silent and attentive to, and cultivating a sense for the sacred and transcendent (churches / synagogue)Being reflective and self-criticalBeing Imaginative and Explorative |