|  | **Autumn 1**  **(7)** | **Autumn 2**  **(7)** | **Spring 1**  **(7)** | **Spring 2**  **(5)** | **Summer 1**  **(6)** | **Summer 2**  **(7)** |
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| **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 quantities  Partition teen numbers and compare  Count to 100 in 1s/10s; compare  Say 1/10 more or less up to 100  **Unit 2 Addition and Subtraction**  Adding by counting  Partitioning to create number bonds  Subtraction: count back/take away  **Unit 3 Shape and Data**  Explore shapes and line symmetry  Understand/identify 2-D shapes  Sort 2-D shapes according to properties  Understand/identify 3-D shapes | **Unit 4 Money**  Coins to 10p: identify and exchange  Make amount/find possibilities  **Unit 5 Addition and Subtraction**  Add by counting on (numbers to 20)  Number bonds to 10  Say one more/one less up to 100  **Unit 6 Time**  O’clock times and sequences of events  Days of the week; months of the year | **Unit 2 Place Value**  1 more and 1 less than 2-digit number  Count in 10s; say numbers 10 more/less  Place value in 2-digit numbers  **Unit 3 Money**  coins to pay amounts and find totals  Find change: difference between amounts  **Unit 4 Addition and Subtraction**  Number bonds to 8 and 9; doubles  Use facts and doubles to add 3 numbers  Find 10 more/less than a 2-digit number  Relate adding/subtracting using facts  Add and subtract 10, 20, 30 | **Unit 5 Place Value**  Compare, order 2-digit numbers using PV  Place value to order 2-digit numbers; say 10 more/less  **Unit 6 Fractions**  Understand halves and quarters  Find half and quarter of amounts  **Unit 7 Measures**  Measure using a uniform unit  Compare and measure weights  Measure lengths in cubes  Find differences between lengths  **Unit 8 Multiplication**  Even and odd numbers and doubles  Counting in 2s: even/odd numbers  Doubling and halving | **Unit 3 Addition and Subtraction** Add 10s and near 10s to a 2-digit number  Subtract 10s/near 10s from 2-digit numbers  Add/subtract 10, 11, 12  **Unit 4 Measures and Shape**  Compare and measure capacities  Explore container capacity  Recognise/describe 3-D shapes and turns  **Unit 5 Addition and Subtraction**  Number bonds to 10; add to next 10  Add by bridging 10 using number bonds  Bridge 10 using number bonds  **Unit 6 Money**  Find totals of coins using number facts  Change/differences in amounts of money  Totals of amounts; change from 10p, 20p | **Unit 7 Addition and Subtraction**  Number facts to add and subtract money  Patterns to add/subtract 1-digit numbers  Patterns to add 1-digit to 2-digit numbers  **Unit 8 Time**  Analogue time to half-hour; sequencing  Analogue and digital time to half-hour  Units of time and ways of showing times  **Unit 9 Multiplication, Division, Fractions**  Counting in 2s, 5s and 10s  Division by finding how many sets  Doubling and halving  Multiplication and division as sets  **Unit 10 Data**  Measure time using different units  Time 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 use  4 compass directions  Continents and oceans.  Seas around UK.  Capital cities of the UK. | Differences between villages, towns and cities  Geographical Vocabulary | Compare local area to Tanzania – culture etc | Use aerial photographs to compare Tanzania  Significant World landmarks (that can be seen from space) | Climate  Temperature 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 - Sculpture  Intaglio printing | Art in nature – Andy Goldsworthy - Sculpture |
| **DT** | Making bread  Healthy eating | Making bread  Healthy 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** | Bhangra  Un-tuned and tuned instruments | Marches and hymns  Nativity  Un-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 | Waltz  Un-tuned and tuned instruments, play in a group | Waltz  Un-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/Catching  To 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 bullying  Stereotypes – create instructions on how to be a good friend and to avoid stereotypes (link to the proudest blue) | Private parts of my body | Diversity  Online limits  ***Pantomime Visit*** | Good friends  Mental and physical well-being | Secrets | Democracy |
| **RE** | Rosh Hashanah – Judaism  Living by rules (The Torah)  Being Regardful of suffering | Nativity - Christianity | Participating and willing to lead (Moses)  Creating Unity and Harmony | Easter- Christianity  Being merciful and forgiving (Jesus and his disciples)  Sharing and being Generous  Being Temperate, exercising self-discipline and cultivating serene contentment | Caring for others animals and the environment  Appreciating Beauty | Being silent and attentive to, and cultivating a sense for the sacred and transcendent (churches / synagogue)  Being reflective and self-critical  Being Imaginative and Explorative |