




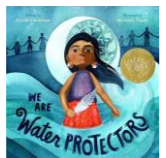
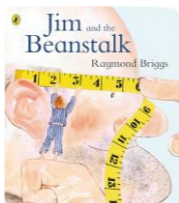
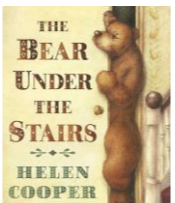
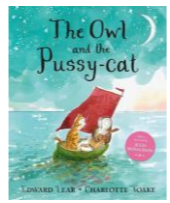






	Term 1	Term 2	Term 3						
Driver Project	<p>Movers and Shakers - History</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements, Events beyond living memory that are significant nationally or globally, 	<p>Coastline - Geography</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and construct basic symbols in a key Use basic geographical vocabulary to refer to key human and physical features Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use world maps, atlases and globes to identify the United Kingdom and its countries 	<p>Magnificent Monarchs - History</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements, changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  						
English	 <p>Book The Journey Home Persuasive letters, posters, lists, postcards, information reports, short stories</p>	 <p>Book- We are water protectors Environmental campaign List poems, non chronological reports, character descriptions, protest signs</p>	 <p>Book - Jim and the Beanstalk Sequel stories, narrative retellings (including dialogue), thought bubbles, informal letters</p>	 <p>Book- The Bear under the stairs Information texts, Letters, retelling, own version narratives</p>	 <p>Book- The owl and the Pussy-cat Rhyming poems, lists, letters, interview, instructions</p>	 <p>Book- Tadpole's Promise Own version narratives, simple explanations, speech and thought bubbles, setting descriptions, extended explanations</p>	 <p>Book - Lizzy and the Cloud Guidebooks, descriptions, adverts, market stall pitches, letters of advice, postcards in role</p>	 <p>Books- Toys in space Own version fantasy narrative, found posters, diary entries, speech bubbles, space logs, instructions</p>	 <p>Book- The Great Fire of London Own version narrative, information booklets, persuasive poster, warning poster, instructional writing, letters of advice</p>
Reading	The children will continue to follow the Little Wandle reading scheme and will read twice each week in their reading groups in school.								
Maths	<p>White Rose Maths Place Value, Addition and Subtraction, Shape</p>			<p>White Rose Maths Money, Multiplication and Division, Length and Height, Mass, Capacity and Temperature</p>			<p>White Rose Maths Fractions, Time, Statistic, Position and Direction</p>		
Science	<p>Human Survival</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of humans for survival (food, water, air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Habitats</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals for survival (food, water, air) 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 	<p>Uses of Materials</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<p>Plant Survival</p> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe 	<p>Animal Survival</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Notice that animals, including humans, have offspring which grow into adults. 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for 				

	*Working scientifically is included in each Science unit.	<p>that are living, dead, and things that have never been alive.</p> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		<p>how seeds and bulbs grow into mature plants.</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 	<p>the basic needs of different kinds of animals and plants, and how they depend on each other.</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. 	
RE	Understanding Christianity- What do Christians believe God is like?	Understanding Christianity- What is the good news Jesus brings?	Emmanuel Project- Why is learning to do good deeds so important to Jewish people?	Understanding Christianity- Why does Easter matter to Christians?	Emmanuel Project- How do Muslims show Allah is compassionate and merciful?	
Geography/ History	<p>Let's explore the world</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. 		Geography covered in the main project		Geography revision and retrieval	
Computing	<p>Information Technology around us</p> <p>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p>	<p>Creating media</p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>Programming A</p> <p>Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p>Data and Information</p> <p>Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then</p>	<p>Creating media digital music</p> <p>Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create</p>	<p>Programming B</p> <p>Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p>

				<p>progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	<p>different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</p>	
<p>Design and Technology</p>	<p>Remarkable Recipes</p> <ul style="list-style-type: none"> • Understand where food comes from. • Use the basic principles of a healthy and varied diet to prepare dishes. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). 	<p>Beach Huts</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>Push and Pull</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Explore and evaluate a range of existing products. • Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, 	<p>Cut, Stitch Join</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Evaluate their ideas and products against design criteria. • Explore and evaluate a range of existing products. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 		

				<p>information and communication technology.</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). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	
Art and Design	<p>Exploring Colours</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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>Still Life</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. • Use a range of materials creatively to design and make products. 	<p>Flower Head</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn 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. • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p>Portraits and Poses</p> <ul style="list-style-type: none"> • Learn 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. • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	
Music	<p>Wessex MAT music scheme-Development Musicianship 2 To develop musicianship skills through rhythm singing and rhythm work</p>	<p>Wessex MAT music scheme -West African performance To understand call and response To practise creating rhythm from words To practise playing and singing in time</p>	<p>Wessex MAT music scheme - British Isles soundscapes To understand how musical elements can be used to create a</p>	<p>Wessex MAT music scheme- I can play To learn basic glockenspiel skills To start to follow dot notation To further develop</p>	<p>Wessex MAT music scheme -Hansel and Gretel opera To understand how drama and emotion can add to the impact of a musical performance (opera)</p>

				descriptive piece of music To understand that music can have a structure To further develop singing skills by singing partner songs	understanding of pitch and melody	
PSHE	SCARF Me and my relationships	SCARF Valuing difference	SCARF Keeping safe	SCARF Rights and respect	SCARF Being my best	JIGSAW Growing and changing
PE	Complete PE Teambuilding <ul style="list-style-type: none"> Engage in cooperative activities Participate in team games Health and Well being <ul style="list-style-type: none"> Explore a range of activities to extend their agility, balance and coordination individually and with others 	Complete PE Ball skills (hands) <ul style="list-style-type: none"> Master basic movements including throwing and catching and begin to apply these in a range of activities. Gymnastics (Linking) <ul style="list-style-type: none"> Access a broad range of opportunities to extend their agility, balance and coordination 	Complete PE Dance <ul style="list-style-type: none"> Perform dances using simple movement patterns Gymnastics (Pathways) <ul style="list-style-type: none"> Access a broad range of opportunities to extend their agility, balance and coordination 	Complete PE Dance <ul style="list-style-type: none"> Perform dances using simple movement patterns Locomotion (dodging) <ul style="list-style-type: none"> Participate in team game, developing simple tactics 	Complete PE Balls skills (feet) <ul style="list-style-type: none"> Master basic movements and coordination and begin to apply these in a range of activities. Attack and defence <ul style="list-style-type: none"> Participate in team game, developing simple tactics for attacking and defending. 	Complete PE Ball skills (rackets, bats and balls) <ul style="list-style-type: none"> Master basic movements and coordination and begin to apply these in a range of activities. Locomotion (jumping) <ul style="list-style-type: none"> Master basic movements including jumping and begin to apply these in a range of activities.