



Subject	Autumn	Spring	Summer
<b>English</b>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>Phonics</li> <li>Non-Fiction texts linked to Great Fire of London (<b>Fire Cat</b>).</li> <li>Non-Fiction texts linked to Fire Safety.</li> <li>Reading and writing witness statements and diaries from The Great Fire of London (<b>Samuel Pepys</b>).</li> <li>Writing stories about the events of the fire.</li> <li>Role-play based on characters and their feelings throughout the events.</li> <li>Poems linked to London.</li> <li><b>Greedy Zebra</b> (Black History month)</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li><b>Winters Child</b></li> <li><b>Great Kapok Tree</b></li> </ul>	<p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>phonics</li> <li><b>The robot and the bluebird</b></li> <li><b>Instructional writing</b></li> </ul> <p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li><b>Moon (non-fiction)</b></li> <li><b>Man on the Moon.</b> (Linked to Explorers)</li> <li>Instruction writing</li> <li>Non-Fiction – Explorers and Special Countries</li> <li>Making leaflets</li> <li>Continued Phonics – Letters and Sounds.</li> <li>General sentence structure and grammar.</li> <li>Poems linked to Space.</li> </ul>	<p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>India (nonfiction text)</li> <li>Persuasive writing encouraging people to visit the Seaside in India.</li> <li><b>Cinnamon</b></li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li><b>Bear and the piano</b></li> <li><b>Lost happy endings</b></li> </ul>
<b>Maths</b>	<p>Block 1: Number - Place Value Block 2: Addition and subtraction Block 3: Money Block 4: Multiplication and division <b>Reasoning for all.</b> <b>Assessment at the end of each block.</b></p>	<p>Number: Multiplication and division Statistics Geometry: Properties of Shape Number: Fractions Measurement: Length and height Consolidation; <b>Reasoning for all.</b></p>	<p>Position and direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations. <b>Reasoning for all.</b></p>
<b>Art</b>	<p><b>Using a range of materials, drawing/painting/sculpture.</b> Shading/tone/silhouettes/foreground/background Sketching – Fire of London – shade and tone</p> <p><b>Knowing about the work of a range of artists:</b> <b>Lowry</b> <b>Focus Skills – drawing with pencil</b>, sketching, shading, tone, shape, lines etc <b>Painting</b> – in black and white paint, shading, tones <b>Curricular links</b> – English History Geography</p>	<p><b>Knowing about the work of a range of Artists:</b> Aboriginal art linked to Explorer topics. Art from around the world. (Printing) Use print to explore patterns Printing with straws, cotton buds, finger and Explore mono-printing Using different objects to produce patterns Design patterns of increasing complexity and repetition ICT to create simple patterns</p>	<p><b>Art and design techniques:</b> Sculpture – Linked to seaside. Using clay to create pots/buckets coil pots Upcycling to create everyday objects Pencil pots from cans/kitchen rolls etc</p> <p><b>Using a range of materials, drawing/painting/sculpture –</b> Creating objects seen at the Seaside. Weaving to create a beach blanket – using recycled clothes cut into strips</p>

			Creating a windbreaker for the beach using plastic bags cut into strips.
<b>DT</b>	<p><b>Design, make and evaluate/technical knowledge</b>  <b>Wheels and Axles</b>  <b>Fire of London</b></p> <ul style="list-style-type: none"> <li>compare and evaluate fire-fighting equipment from the past to present</li> <li>plan, discuss and communicate ideas through talk and drawing</li> <li><b>design for a purpose</b></li> <li>design, make and evaluate</li> <li>make simple drawings</li> <li>using simple tools</li> <li>variety of materials to use</li> <li>explore and use mechanisms such as wheels in order to make a fire engine</li> <li>use good finishing techniques</li> <li>Talk about their ideas</li> <li>Evaluate their products during the process so identifying strengths and possible changes they might make</li> <li>Using focussed vocabulary</li> </ul> <p><b>Curricular links</b> – Science, English, Geography, History</p>	<p><b>Design, make and evaluate/technical knowledge</b>  <b>Food</b>  <b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>Design a healthy menu</li> <li>Preparing fruits and vegetables</li> <li>Healthy lunchbox</li> <li>Fruit cocktail</li> <li>Salad</li> <li>Using simple utensils/equipment</li> <li>Hygiene</li> <li>Begin to discuss food choices based on their simple nutrition knowledge</li> <li>Conduct a survey and analyse results</li> <li>Can discuss where food comes from</li> <li>Using simple tools</li> <li>Use basic food handling practises</li> <li>Be aware of food hygiene</li> <li>Evaluate final product strengths and possible changes they would make</li> </ul> <p><b>Curricular links</b> – Science and English</p>	<p><b>Design, make and evaluate/technical knowledge</b>  <b>Textiles</b>  <b>Seaside:</b></p> <ul style="list-style-type: none"> <li>Make their design using appropriate techniques</li> <li>Using simple tools, measure, cut and shape a range of materials</li> <li>Assemble, join and combine materials and components together</li> <li>Evaluate their products by asking simple questions how they made it, with what materials and does it suit its purpose</li> <li>What have they made?</li> <li>Discuss strengths and possible things changes they would make</li> </ul> <p><b>Curricular links</b> – Science, English and Art</p>
<b>Geography</b>	<p>Location knowledge/place knowledge  <b>Why can't a Meerkat live in the North Pole?</b>  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Humans and Physical:  <b>Where would you prefer to live: England or Africa?</b>  Understanding Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p>	<p>Human and Physical:  <b>Why do we love to be beside the seaside?</b>  Identify seasonal and daily weather patterns in the United Kingdom. Human and physical features of a small area of the United Kingdom.</p>
<b>History</b>	<p><b>Significant historical events, people and places in their locality</b>  History of London/Great fire of London</p>	<p><b>Changes and events beyond living memory that are significant nationally or globally.</b></p>	<p><b>Significant people from Britain or abroad.</b>  Why were Christopher Columbus and Neil Armstrong brave people?</p>

	Disasters around the world.	What was it like when the Queen came to the throne in 1953?	
<b>ICT</b>	<b>Computing:</b> <b>Switched on scheme of work.</b> - Programming - Control - We are Game Testers - We are Astronauts - Reminder of logging on and keyboard skills.	<b>Computing:</b> <b>Switched on scheme of work.</b> - E-Safety - Digital photography - We are Photographers. - We are Researchers.	<b>Computing:</b> <b>Switched on scheme of work.</b> -Finding and presenting information - We are Detectives. - We are Zoologists
<b>Music</b>	<b>See instructor's MTP.</b>  Songs for Christmas Fire of London/London songs & composition	<b>See instructor's MTP.</b>  Aboriginal songs/music/making instruments	<b>See instructor's MTP.</b>  Traditional seaside songs & shanties Playing percussion using pitch, rhythm & structure Singing in rounds
<b>PE Indoor</b>	1 <sup>st</sup> Half: Dance Creative movement – linked to Great Fire of London. Ugly Bug Ball – Unit 2 2 <sup>nd</sup> Half: Dance Christmas performance –	1 <sup>st</sup> Half: Active Athletics Unit 6 2 <sup>nd</sup> Half: Groovy Gym Unit 3  Rising Stars Scheme of Work	1 <sup>st</sup> Half: Skip to the Beat Unit 3 2 <sup>nd</sup> Half: Fitness Frenzy Unit 6
<b>PE Outdoor</b>	1 <sup>st</sup> Half – Throwing & Catching Unit 5 2 <sup>nd</sup> Half – Rehearsals for Christmas Production	1 <sup>st</sup> Half – Boot Camp Unit 1 2 <sup>nd</sup> Half – Mighty Movers Unit 2	1 <sup>st</sup> Half: Multi – Skills Unit 1 2 <sup>nd</sup> Half: Brilliant Ball Skills Unit 4
<b>PSHE&amp;C</b>	<ul style="list-style-type: none"> <li>• Being me in my world</li> <li>• Celebrating difference</li> <li>• Class Charter x 2 lessons</li> <li>• <u>Most children to know 10 relevant UNCRC articles</u></li> </ul>	<ul style="list-style-type: none"> <li>• Dreams and goals</li> <li>• Healthy me</li> <li>• <u>Most children to be able to explain 10 relevant UNCRC articles</u></li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing me</li> <li>• Global Goal 14: Water pollution (The Oceans)</li> </ul>

	<ul style="list-style-type: none"> <li>• Anti-bullying week in November.</li> <li>• Road safety in November</li> <li>• Watch Newsround to discuss current topics(Article 17)</li> <li>• Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch Newsround to discuss current topics (Article 17)</li> </ul> <p>Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.</p>	<ul style="list-style-type: none"> <li>• <u>Most children to be able to explain 12 relevant UNCRC</u></li> <li>• Watch Newsround to discuss current topics (Article 17)</li> </ul> <p>Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.</p>
<b>RE</b>	<p><b>SACRE/Redbridge Scheme of work.</b>  <b>How do the stories of Jesus inspire Christians today?</b>  <b>Who influences our lives? How?</b>  <b>Feeling Special who are they and why are they special.</b></p> <p>What stories inspire Christians and how?</p> <p>Christmas and how it is celebrated around the world.</p>	<p><b>SACRE/Redbridge Scheme of work.</b>  <b>Who is a Muslim and what do they believe?</b>  <b>What do Christians do at Easter and why is it important to them?</b></p> <p>Visit to a Church (from work in Autumn term)</p>	<p><b>SACRE/Redbridge Scheme of work.</b>  <b>Who is a Muslim and what do they believe?</b></p> <p><b>Special books including The Bible and the Qur’an.</b></p> <p><b>In what ways are a Church/Mosque etc important to believers?(Mosque focus)</b>  <b>Look at other places of worship briefly so get a better understanding of ‘importance’.</b></p>
<b>Science First Half Term</b>	<p><b>Topic : Everyday materials</b>  <b>Snap Science : Good choices and shaping up</b>  Use of everyday materials, grouping and shaping up</p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials,</li> <li>• Explore how shapes of solid objects materials can change shape by squashing, bending , twisting and stretching of materials</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• Compares uses materials in and round school and other places (home, playground)</li> <li>• Observing closely, identifying and classifying the uses of different materials and recording their observations</li> </ul>	<p><b>Topic: Animals Including Humans</b>  <b>Snap Science : Growing up and taking care</b></p> <ul style="list-style-type: none"> <li>• Notice that animals , including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• Asking questions about what animals need for survival and what humans need for stay healthy</li> </ul>	<p><b>Topic : Living Things and their habitats</b>  <b>Snap Science : What is your habitat?</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited</li> <li>• Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats</li> <li>• Explore how animals obtain their food from plants and animals – simple food chain</li> <li>• Name and identify different sources of</li> </ul>

	<p><b>Science Investigating a suitable coat for Humpty Dumpty</b></p>	<ul style="list-style-type: none"> <li>Suggesting ways to find answers to their questions</li> </ul>	<p>Sources of food</p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Sorting and classifying things according to whether they are alive, dead or never alive</li> <li>Question their line of thinking</li> <li>Constructing a simple food chain</li> <li>Describe the conditions of a habitat</li> <li>Performing simple tests</li> </ul> <p><b>Science investigation : What does plant need to grow</b></p>
<p><b>Second Half Term</b></p>	<p>As above and...</p> <p><b>Topic : Everyday Materials</b></p> <p><b>Snap Science : Squash, bend, twist, stretch</b></p> <ul style="list-style-type: none"> <li>Which ball is the bounciest</li> <li>Tough and flexible</li> <li>Which is the strongest paper?</li> </ul> <p>Paper bridges</p>	<p>As above and....</p> <p><b>Topic : Living Things and their habitats Habitats</b></p> <p><b>Snap Science : Habitats</b></p> <ul style="list-style-type: none"> <li>Dead or alive? Or nearly alive</li> <li>Micro habitats</li> <li>Habitat dioramas</li> <li>Food chains</li> <li>Making a bug hotel</li> </ul>	<p>As above and ....</p> <p><b>Topic : Plants</b></p> <p><b>Snap Science : Our changing World</b></p> <ul style="list-style-type: none"> <li>Spreading seeds</li> <li>Growing seeds</li> <li>What does a seed need to grow?</li> <li>Fair tests</li> <li>Analysing and recording data for plant growth</li> <li>Making predictions and suggesting further tests</li> </ul>
<p><b>School Visits</b></p>	<p>Visit the Glade woods</p> <p>Virtual Church Visit</p> <p>Virtual Museum of London visit</p>	<p>Looking into virtual visits linking to explorers</p> <p>Virtual visit to Science Museum looking at an in house tour of explorers – Q and A session.</p>	<p>Seaside (Depending on government guidelines)</p>
<p><b>Learning Experiences</b></p>	<p>Great Fire of London</p>	<p>Workshop on explorers Q and A</p> <p>Making a weather report.</p>	<p>Visit to the seaside</p>