<table>
<thead>
<tr>
<th>Subjects</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Keep Calm and Carry on</td>
<td>That’s Entertainment</td>
<td>Animal Magic</td>
<td>Where in the world?</td>
<td>What on Earth?</td>
<td>Food Glorious Food</td>
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<tr>
<td></td>
<td>The Wonder by Faye Harrison</td>
<td>Dogger by Shirley Hughes</td>
<td>The Rabbit Problem by ‘Emily Gravett’</td>
<td>Hermelin by Mini Grey</td>
<td>Man on the moon by Simon Bartram</td>
<td>Princess and the Pea</td>
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<td></td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
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<tr>
<td></td>
<td>We will be writing simple sentences about the story, making story maps, answering questions about the illustrations and writing descriptions of the character's daydreams. The children will begin to use adjectives and compound sentences in their writing.</td>
<td>We will be learning about: predictions, story maps, creating and describing our own toys, compound sentences, coordinating conjunctions, writing a letter, expanded noun phrases.</td>
<td>We will be learning how to use and write: adverbs, commas in a list, using a variety of conjunctions to create compound sentences, sentence starters, exclamation marks, describing a setting and text comparisons.</td>
<td>We will be learning about past and present tense, adverbs, compound sentences, sentence starters, coordination and subordination. We will be using the text to plan and write our own diaries.</td>
<td>We will be learning about and consolidating our learning of: adverbs, different types of sentences (commands, questions, exclamation and statement) and subordinating conjunctions. The children will make story maps, write thought bubbles and write a diary entry.</td>
<td>We will be consolidating our learning of: nouns, adjectives, verbs, adverbs, compound sentences, coordination, subordination and different types of punctuation. The children will innovate their own twisted tales.</td>
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<tr>
<td>History/Geography</td>
<td>Who was the bravest nurse: Edith Cavell, Florence Nightingale or Mary Seacole?</td>
<td>The children will;</td>
<td>-recognise the differences between nurses past and present</td>
<td>-Use phrases and words like: before, after, past and present; sequence a set of events in chronological order; recount the lives of famous people; use historical resources to answer questions.</td>
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<td>Is the Xbox more fun than Grandma's old toys from the past?</td>
<td>The children will;</td>
<td>-Learn about how to take care of animals; look at the different ways animals help us; fundraise money to adopt a guide dog.</td>
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<tr>
<td></td>
<td>How do animals help us?</td>
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<td></td>
<td>What do I know about the four countries in the United Kingdom?</td>
<td>The children will;</td>
<td>-Identify the four countries of the United Kingdom; identify the capital cities within the four countries of the United Kingdom; read a map of things in our local area.</td>
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<td></td>
<td>Why were Christopher Columbus and Neil Armstrong brave people?</td>
<td>The children will;</td>
<td>-Identify where food comes from; research how to grow fruits and vegetables; compare healthy food in different countries.</td>
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<tr>
<td></td>
<td>Where does my food come from?</td>
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</tbody>
</table>

The children will: -Learn about who Neil Armstrong and Christopher Columbus were; identify the world’s continents and seas; discuss if explorers have changed today; look at how their discoveries influenced the world.
<table>
<thead>
<tr>
<th>Science</th>
<th>What makes a fair test?</th>
<th>Are all coats waterproof?</th>
<th>Can you talk about what you can see?</th>
<th>Does Incy-Wincy Spider live up a water spout?</th>
<th>Are all plants green?</th>
<th>Do we actually have a funny bone?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children will be performing a variety of simple tests. They will be using simple equipment to perform simple tests. The children will gather and record data to help in answering questions. They will be identifying the skills and techniques needed to complete a fair test.</td>
<td>In this unit children will focus on identifying and comparing materials. Children will choose materials which are ideal for a specific job.</td>
<td>The children will be asking simple questions and recognising that they can be answered in different ways. They will observe closely, using simple equipment to describe what they can see. From these observations, the children will be identifying and classifying their findings.</td>
<td>In this unit, the children will focus on recognising that a habitat provides the basic needs of things living there. They will also compare different habitats.</td>
<td>The children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of variety of common flowering plants, including trees.</td>
<td>In this unit, the children will identify, name, draw and label the basic parts of the human body. They will identify which part of the body is associated with each sense and what each sense does.</td>
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</tbody>
</table>
### Computing

**We are treasure hunters**
- E-safety
- Understand that a toy can be programmed
- Develop and record sequences of instructions as an algorithm
- Program a toy
- Make predictions about their programmable toy.

**We are TV chefs**
- Break down steps into an algorithm
- Use different features of a video camera
- Use a video camera
- Develop collaboration skills
- Discuss and improve work

**We are collectors**
- Find and use pictures on the web
- Know what to do if a picture causes concern
- Group images based on binary questions
- Organise images into groups

**We are painters**
- Use the web safely when looking for ideas
- Select and use appropriate painting tools on the computer
- Create an illusion for a purpose
- Know how to save, retrieve and change their work
- Reflect and act on feedback

**We are storytellers**
- Use sand recording equipment
- Develop skills in saving and storing sounds
- Develop collaboration skills
- Understand the differences and similarities between a talking book and a paper book
- Talk and reflect on their own ICT skills
- Share recordings with an audience

**We are celebrating**
- Develop basic ICT skills
- Develop basic mouse skills
- Use the web to find and select images
- Develop skills in storing and retrieving files
- Develop skills in combining text and images
- Discuss and improve their work

### DT/Art

**Drawing**
- What is a ‘still life’ anyway?

**Painting**
- How can we turn that photograph into a painting?

**Printing**
- How can we print a meadow?

**Textiles**
- Where will we fly the class flag?

**Collage**
- What will our underwater world look like?

**3D**
- What’s that creepy crawly creature?

### PE

**Fundamental skills through games**
- The sessions will look at focusing on skill areas requiring development. These include:
  - running
  - jumping

**Gymnastics & dance**
- The children will develop aspects of agility, balance and coordination through practising floor routines.

**Fundamental skills through games**
- Within the sessions we will look at focusing on skill areas requiring development. These include:

**Athletics and key skills assessment**
- Within this half term we will assess current ability and performance of fundamental movement skills.
- We will also hold a mini Olympics for...
### Physical Education

**The skill areas chosen to focus on will relate to the assessment of class abilities within these core areas.**

- over arm throw
- under arm throw
- bouncing a ball
- kicking a ball
- catching
- hopping
- skipping
- rolling a ball

We will be building upon skills from the previous half term.

- running
- jumping
- over arm throw
- under arm throw
- bouncing a ball
- kicking a ball
- catching
- hopping
- skipping
- rolling a ball

The core fundamental skills and assess ability when performing within games environments.

**PSHE**

<table>
<thead>
<tr>
<th>New beginnings</th>
<th>Getting on and falling out</th>
<th>Relationships</th>
<th>Good to be me</th>
<th>Changes</th>
<th>Looking after me</th>
</tr>
</thead>
<tbody>
<tr>
<td>happiness</td>
<td>bullying</td>
<td>caring</td>
<td>opinions</td>
<td>healthy eating</td>
<td>sun safety</td>
</tr>
<tr>
<td>fairness</td>
<td>Blame</td>
<td>family</td>
<td>negotiatio</td>
<td>dental hygiene</td>
<td>personal safety</td>
</tr>
<tr>
<td>similarities</td>
<td>how to help</td>
<td>growing up</td>
<td>co-operation</td>
<td>keeping clean</td>
<td>emotional safety</td>
</tr>
<tr>
<td>right and wrong</td>
<td></td>
<td>Kindness</td>
<td></td>
<td>washing hands</td>
<td></td>
</tr>
</tbody>
</table>

**RE**

<table>
<thead>
<tr>
<th>Christianity</th>
<th>Sikh Dharam</th>
<th>Christianity</th>
<th>Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do some people have religious rituals?</td>
<td>How do people find out about God?</td>
<td>What stories are told about God?</td>
<td>How do some people behave because they believe in God?</td>
</tr>
<tr>
<td>We will be learning about prayer and writing our own prayers.</td>
<td>We will be learning about Sikh beliefs and prayers.</td>
<td>We will be learning about the stories of forgiveness from the Bible.</td>
<td>We will be learning about the lives of people</td>
</tr>
<tr>
<td>Christianity</td>
<td>Sikh Dharam</td>
<td>Christianity</td>
<td>Buddhism</td>
</tr>
</tbody>
</table>

**KS1.** The events will cover all objectives within the Physical Education curriculum.
| Christmas Story. | within the Christian church. | in the Buddhist community. |