

<b>Topic Theme:</b>	<b>Story Telling</b>							
<b>English</b>	1	2	3	4	5	6	7	8
	Phonics taught weekly							
<b>Autumn 1</b>	Books: A range of fiction by Anthony Browne (Changes, The Tunnel, Gorilla)						Poetry: Acrostics and Haiku	
	<p>Writing outcomes: A letter to Anthony Browne Sequel to one of Anthony Browne books</p> <p><i>SMSC Themes:</i></p> <ul style="list-style-type: none"> <li><i>The importance of family – understanding of growing up/friendships</i></li> </ul> <p><i>Poem (“Being late for school” – used as an introduction to poetry). Reflection on issues of being late / punctuality (emotional impact/life skill)</i></p>							
<b>Mathematics</b>	1	2	3	4	5	6	7	8
<b>Autumn 1</b>	<p style="text-align: center;">Place Value</p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul>			<p style="text-align: center;">Addition and Subtraction</p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit, number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>				
The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.								
<b>Science</b>	<p>Working Scientifically: sorting and classifying things according; recording their findings using charts; construct simple food chains.</p> <p>P.O.S: Living things and their habitats Key Scientists: David Attenborough</p> <p><i>SMSC Themes:</i> <i>Consider the wonder of the natural world – the beauty of nature as well as the science of nature.</i></p>			<b>Computing</b>	<p>E-Awareness: Discuss safety rules/ AUP Logging on to laptops. Using LGFL login password home + school Hector's World <a href="http://www.thinkuknow.co.uk/5_7/">www.thinkuknow.co.uk/5_7/</a> Online Research: key words favourites Online publishing: Email sending subject heading, reply, find, open, font &amp; language Blogs simple contributions, text&amp; pictures, proofing</p>			
<b>History</b>				<b>Geography</b>	<p>Name and locate the world's seven continents and five oceans</p> <p><i>SMSC Themes:</i> <i>Make links to self-identity / country of origin / why this is important.</i> <i>Places around the world (cultural capital: why is it important to have knowledge of these)</i></p>			
<b>Religious Education</b>	Celebration of our differences within school (revising previous learning).			<b>Physical Education</b>	<p>Dance (SCIS) Throwing and Catching (Classteacher)</p>			

	Preparation for Focus Day: Myself and Others		
<b>Art and Design</b>		<b>Design and Technology</b>	
<b>Music</b>	<p>Music objectives are taught, revisited and refined throughout the year:</p> <ul style="list-style-type: none"> <li>• Sing and follow a melody.</li> <li>• Perform simple patterns and accompaniments keeping a steady pulse.</li> <li>• Play simple rhythmic patterns on an instrument.</li> <li>• Sing or clap increasing and decreasing tempo.</li> <li>• Order sounds to create a beginning, middle and an end.</li> <li>• Create music in response to different starting points.</li> <li>• Choose sounds which create an effect.</li> <li>• Use symbols to represent sounds.</li> <li>• Make connections between notations and musical sounds.</li> <li>• Listen out for particular things when listening to music.</li> </ul>		
<b>P.S.H.E</b>	Police Education Programme: Personal Safety- Knowing who to ask for help! Online Safety	<b>School Trips and Educational Visits</b>	Little Angel Theatre

Topic Theme:	Journeys (Puppetry)							
English	1	2	3	4	5	6	7	8
<b>Autumn 2</b>	Book: The Journey Home – Frann Preston – Gannon Based around Puppetry Project  Writing Outcomes: Alternative Narrative Alternative ending Diary entries Instructional writing (puppets)							
Mathematics	1	2	3	4	5	6	7	8
<b>Autumn 2</b>	<b>Addition &amp; Subtraction</b> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• applying their increasing knowledge of mental and written methods</li> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit, number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers</li> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>		<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>				Review, consolidate, challenge, address misconceptions.	
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<b>Science</b>	Working Scientifically: comparing uses of everyday materials, observing closely; identifying and classifying; recording observations  P.O.S: Uses of Everyday Materials Key Scientists: John Dunlop, Charles Macintosh or John McAdam  <i>SMSC Themes:</i> <i>Charles Mackintosh – Scottish - Inventor of first waterproof material/rain mac. Consider the British Isles, Cultural Identity: Scotland as part of the UK</i>			<b>Computing</b>	Programming and Computational Thinking throughout <a href="http://barefootcas.org.uk">http://barefootcas.org.uk</a>  Islington Unit 1 (Pro-bots)  Espresso Coding  Islington Unit 2 (Onscreen turtles using LGFL resources, including iBoard, JIT)			

<b>History</b>	<i>SMSC / Cultural Capital:</i> <ul style="list-style-type: none"> <li><i>The Patron Saints – cover on each day!</i></li> </ul>	<b>Geography</b>	Name and locate the world's seven continents and five oceans
<b>Religious Education</b>	Myself and Others	<b>Physical Education</b>	Pair Skills (Classteacher) Gymnastics (SCIS) SMSC Themes: <ul style="list-style-type: none"> <li><i>Resilience and Perseverance - to help pupils become aware of their strengths and limitations (and still remain confident about themselves.... And no that they can 'improve')</i></li> <li><i>Cheering others on / supporting</i></li> </ul>
<b>Art and Design</b>	Outcomes: Drawing puppets, scenery design and creation.	<b>Design and Technology</b>	Design , make and evaluate a range of 3D puppets
<b><u>Puppets Topic:</u></b> <i>SMSC Themes</i> <ul style="list-style-type: none"> <li><i>Importance of performing arts / storytelling – how this makes us 'feel' when we enjoy it.</i></li> <li><i>Cultural understanding and traditions: each country uses puppets in different ways, typically to tell cultural stories (eg. African puppets – history and society of that country).</i></li> </ul> <i>Making own puppets supported social understanding of self (draws upon own backgrounds).</i>		<b>Music</b>	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives.
<b>P.S.H.E</b>	Anti-Bullying – Based on Theme	<b>School Trips and Educational Visits</b>	Little Angel Theatre

Topic Theme:	Animals					
English	1	2	3	4	5	6
<b>Spring 1:</b>	<p>Book: Wolves based Fairy Tales i.e. The three little pigs, The alternative version of the three little pigs, the three wolves,</p> <p>Writing outcomes: Persuasive letter, character description.</p> <p><i>SMSC Themes: Mutual Respect, The Rule of Law</i></p> <ul style="list-style-type: none"> <li><i>The morality of the 'wolf' character: The difference between good and bad. Looking at different sides of the same story. Links between children's understanding of 'right' and 'wrong' and 'the rule of law' (even if there is a reason, sometimes some actions are still wrong and 'against the law'). Means Vs End.</i></li> <li><i>Exploring and understanding the consequences of right and wrong behaviour</i></li> <li><i>Importance and role of 'forgiveness' in life.</i></li> </ul>					
<b>Spring 2</b>	<p>Book: The Owl who was Afraid of the Dark - Jill Tomlinson, Paul Howard</p> <p>Writing Outcome: To write a narrative sequel (The Cat who was afraid of the Dark)</p> <p><i>SMSC Themes</i></p> <ul style="list-style-type: none"> <li><i>Overcoming barriers and fears that hold us back (moral development).</i></li> <li><i>Importance of family in supporting us (all the people who help the owl – use as stimulus to consider who helps us!)</i></li> <li><i>Belonging and identity (spiritual) – a nocturnal animal who is afraid of the dark. Overcoming fear!</i></li> </ul>					
Mathematics	1	2	3	4	5	6
<b>Spring 1</b>	<p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit, number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>		<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>			

<b>Spring 2</b>	<p style="text-align: center;"><b>Fractions</b></p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{3}{1}</math>, <math>\frac{4}{1}</math>, <math>\frac{4}{2}</math> and <math>\frac{4}{3}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{2}{1}</math> of <math>\frac{6}{6} = 3</math> and recognise the equivalence of <math>\frac{4}{2}</math> and <math>\frac{2}{1}</math>.</li> </ul>	<p style="text-align: center;"><b>Time</b></p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>	
<p>The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.</p>			
<p><b>Science</b></p>	<p>Working Scientifically: observing how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions</p> <p>P.O.S: Animals, including Humans</p> <p>Science Week. Focus: Sound Key Scientist: Alexander Graham Bell</p> <p>SMSC Themes: Cultural: It is believed - Prophet Mohammed popularized the use of the first toothbrush in around 600ad</p> <p>SMSC Themes:  <ul style="list-style-type: none"> <li>AGB was Scottish – ops to talk about countries of UK. National identity. The idea that you do not have to be English to be famous within England. Anyone from any country can have an opportunity to change the world</li> </ul> </p>	<p><b>Computing</b></p>	<p><u>Multimedia &amp; Word processing</u> creating story boards, comics, etc. (2Simple,Purplemash 2Publish Extra, LgFL Jit) Focusing on skills: Changing font size, type colour, Inserting images. Create a simple multimedia book: Inserting images and audio. Photostory, Purplemash 2Create a Story) Keyboard Skills Using the keyboard (BBC dance mat and Brown Bear Typing) Link with topic: Multimedia information book about wolves. 2Create story</p> <p><u>Communication &amp; Collaboration</u> Email: sending with subject heading, reply, find, open, font &amp; language) Blogs: simple contributions, text&amp; pictures, check before posting Link with topic: Blog about Camley Street visit. LGfL JiT, j2webby</p>
<p><b>History</b></p>		<p><b>Geography</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water SMSC/ Cultural Capital:  <ul style="list-style-type: none"> <li>Capital cities in UK</li> <li>Important English cities (food, trade links): London, Birmingham, Manchester, Liverpool. Wider UK and outside of London. Different types of identity 'within' the UK.</li> </ul> </p>
<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>Special Books and Stories</li> <li>Prayer and Worship</li> <li>Food and Light</li> </ul>	<p><b>Physical Education</b></p>	<p>Net/wall games Outdoor and adventure</p>
<p><b>Art and Design</b></p>	<p>Outcomes: Cave Paintings SMSC Themes: Cultural appreciation / aesthetic beauty</p>	<p><b>Design and Technology</b></p>	<p>Design, make and evaluate: 3D cave paintings (using clay)</p>

	<i>(aboriginal art) Link to cultural uses of cave painting (storytelling traditions) Sig people: George Surat - French (inventor of pontilism)</i>		
		<b>Music</b>	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives.
<b>P.S.H.E</b>	Drugs, Alcohol, Tobacco Education: Medicines and Me	<b>School Trips and Educational Visits</b>	Visit a place of worship (linked to RE)

Topic Theme:	Journeys Through London						
English	1	2	3	4	5	6	7
<b>Summer 1</b>	Great Fire of London (3 weeks)  Books: <u>Great Fire of London</u> (Non-fiction) Non-fiction texts and websites re: Samuel Pepys Pudding Lane Productions - Flight over 17th Century London  <b>Outcomes:</b> - Explanation text about how the fire spread -To write in role (in the Great Fire of London), what would they bury in their back garden <i>SMSC: Understanding the history of our home city. Looking at significant figures that can inform and inspire us. Significant to democracy and respect – working together (King Charles).</i>			First Flight – Amy Johnson  Book: High Flier: The Story of Amy Johnson  <b>Outcomes:</b> - Letter home to her family - Poster about Amy Johnson's flight (2Publish +)  <i>SMSC: Respect for others regardless of gender. Importance of believing in yourself and achieving against the odds.</i>		SATS – 16 <sup>th</sup> May (Fortnight) Reading (x2) – Maths (x2) and SPAG  Comic project (2 weeks with Kim, Greg and Adam)  Last day of Summer 1 – Watch Paddington Film	
<b>Summer 2</b>	Paddington (Film/Scriptwriting): (5 weeks)  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>▪ Scriptwriting</li> <li>▪ Stop motion animation</li> <li>▪ Poetry (If time)</li> </ul> -Sports day/SATS <i>SMSC: Focus on a significant location in our city and an important fictional character.</i>					Take One Picture Project <i>SMSC: Appreciating historical and cultural significance of art pieces and portraits.</i>	
Mathematics	1	2	3	4	5	6	7
<b>Summer 1</b>	<b>Measurement</b> <ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>• recognise and use symbols for pounds (£) and pence (p); combine</li> </ul>			<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>			

	<ul style="list-style-type: none"> <li>amounts to make a particular value find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	
<b>Summer 2</b>	<p style="text-align: center;"><b>Geometry</b></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</li> </ul>	<b>Consolidation</b>
The grid above show all the topics that will be covered during the term, however teachers will vary the order in which the units are taught depending on the needs of the class at the time.		
<b>Science</b>	<p><b>Plants:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants</li> <li><input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><i>SMSC: Focus on the environment that we share and have a responsibility for.</i></p>	<p><b>Computing</b></p> <p>Summer 1: Digital Media Graphics: Create artwork (2Paint a Picture) Animation: Create a simple animation in Purplemash 2Animate, JiT (LGfL) Video – Photostory</p> <p>Link with topic: Create a stop frame animation about Great fire of London I Stop motion or I can Animate app Create leaflets about London or fact file Comic Project. Poster about Amy Johnson's flight (2Publish +) Create a graphic based on a photo Kings Cross/ Favourite flower transparency. (2Paint a picture) Create a simple sunflower animation (2Animate)</p> <p><b>Summer 2:</b> Design and collect information for a simple questionnaire Create simple graph using JiT (LGfL) ,Purplemash,2Count, 2Graph (2Simple Video Toolkit) Branching database (iBoard LGfL, Mini-beasts database LGfL) Link with topic: Discuss data begin to compare information Collecting data: Favourite flowers.(ITK 2Graph). Collecting data over a period of time: growing a sunflower. (Whole class – Excel) Add data to record the results of sports day. (Whole class – Excel) Write a newspaper report. (2publish +)</p>
<b>History</b>	<b>NC Objectives:</b>	<p><b>Geography</b></p> <p><b>Locational knowledge:</b></p>

	<ul style="list-style-type: none"> <li>- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</li> <li>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Samuel Peypes)</li> <li>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (ex- London Bridge – change)</li> </ul>		<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas – this needs to develop from Year 1 (progression)</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – Choose which one Bangladesh</li> </ul>
<b>Religious Education</b>		<b>Physical Education</b>	<p>Athletics</p> <p>Striking and Fielding Games</p> <p><i>SMSC: Referring to Olympic and other international games supports social importance of competition and sporting games and also cultural heritage and importance.</i></p>
<b>Art and Design</b>	Take One Picture House of Illustration	<b>Design and Technology</b>	
		<b>Music</b>	Music objectives taught, refined and revisited throughout the year. See 'Autumn 1' for objectives.
<b>P.S.H.E</b>	<p>SRE: Differences</p> <p>Healthy Living: What keeps me healthy?</p> <p><i>SMSC: Highlighting social and moral responsibility around our bodies – our changes and impacts we can have on ourselves and others.</i></p>	<b>School Trips and Educational Visits</b>	Skip Garden