

| Subject   | Autumn Term  | Spring Term  | Summer Term   |
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| <b>Theme</b>  |  |  |   |
| <b>English</b>  | <ul style="list-style-type: none"> <li>• Here we are – poetry transition</li> <li>• Stories by the same author</li> <li>• Information texts</li> <li>• Instructions</li> <li>• Poetry – creating images</li> <li>• Letter writing</li> </ul> | <ul style="list-style-type: none"> <li>• Myths &amp; Legends</li> <li>• Performance Poetry</li> <li>• Recounts</li> <li>• Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Persuasive Writing</li> <li>• Adventure Stories</li> <li>• Non Chronological Reports</li> <li>• Traditional Poems</li> </ul> |
| <b>Maths</b><br><b>Maths-</b><br><b>(See White Rose</b><br><b>Maths Hub</b><br><b>planning</b><br><b>documents for</b><br><b>further details. )</b> | Number: Place Value<br>Number: Addition and Subtraction<br>Number: Multiplication and Division<br>Measurement  | Number: Multiplication and Division<br>Measurement<br>Number: Fractions  | Number: Fractions<br>Geometry: Properties of Shapes<br>Measurement<br>Statistics  |
| <b>Science</b>  | Light<br>Rocks   | Forces Magnetism<br>Animals (1)  | Animals (2)<br>Plants   |
| <b>Computing</b>  | E-Safety<br>Word   | E-Safety<br>Dazzle   | E-Safety<br>Probot  |

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|                          | Photo Story?? Use the internet to find information  | 2code ( purple mash)  | 2 Simple  |
| <b>History</b>           | Who first lived in Britain<br>Stone Age to Iron Age   | Roman Britain   |   |
| <b>Geography</b>         |   | <u>European Study:</u> ( mini topic)<br>Who are our European neighbours?<br><br><u>Location Knowledge:</u><br>Equator<br>Northern & Southern Hemispheres<br>Naming and locating European counties and capital cities. | <u>Food for thought.</u><br>Where does our food come from?  |
| <b>Design Technology</b> | <b>Fixed Elements:</b><br>Mechanics: Pop up cards.<br>Shadow Puppets<br>(link to science topic on light)                  | <b>Cooking:</b><br>Linked to European Study.<br>(sandwich focuses)<br><b>Textiles and structure:</b><br>Shields   | <b>Textiles:</b><br>Sewing<br>Art with Natural Materials  |
| <b>Art</b>               | <b>Painting:</b><br>Painting Skills & Colour Mixing<br>Cave Paintings<br>(link to history project- stone age to iron age) | <b>Painting Skills &amp; Colour</b> Mixing<br>(watercolours) - linked to artistic study:<br>Monet<br><b>3-D &amp; Sculpture</b><br>Working with Clay<br><br>Collage   | <b>Art &amp; Emotions:</b><br>Comparing work of different artists – how does their artwork make you feel? |

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| <b>Music</b>   | National Curriculum: Pulse, Pitch, Rhythm<br><br>Recognise a range of musical instruments<br>Play and perform solo and in ensembles<br>Develop and understanding of formal written notation<br>Experiment with sound to create music<br>Sing songs in parts<br>Perform rhythmic and melodic patterns confidently<br>Perform to an audience and show audience awareness |   |  |
| <b>Physical Education</b>                              | Invasion Games<br>Dance<br>Gymnastics<br>Cricket<br>Athletics<br>Tennis<br>Swimming  |   |  |
| <b>Religious Education</b>                             | 2.1 What do different people believe about God?<br>2.5 Why are festivals important to religious communities?   | 2.2 Why is the bible important to Christians today?<br>2.4 Why do people pray?  | 2.7 What does it mean to be a Christian in Britain today?  |
| <b>Personal Social, Health &amp; Citizenship PSHCE</b> | <u>Becoming an active citizen</u><br>Rule of Law (Class rules/ school rules; consequences of breaking rules)<br>-Choices that impact local, national and global community.   | <u>Keeping myself safe</u><br>Tolerance and Respect:<br>-Different families have different make ups.<br>-Challenge stereotypes.-Peer Pressure | <u>Me and my future</u><br>Make simple financial decisions.<br>-Know how to keep money safe and how to save.<br>-Job stereotypes.<br><u>Moving On.</u> |

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|               | <p>Fair Trade</p> <p>-e-safety</p> <p><u>Me and my relationships</u></p> <p><u>Keeping myself safe</u></p> <p>Road safety</p> <p>Safety in the home</p> | <p><u>My healthy lifestyle</u></p> <p>Recognising human emotions</p> <p>-Good habits for looking after my growing body</p> | <p>Recognising my feelings</p> <p>-My achievements</p> <p>-My goals</p> |
| <b>French</b> | <p>All about me!</p> <p>Colours</p>   | <p>Numbers 0 – 20</p> <p>Animals</p> <p>The Zoo</p> <p>Animals – which do you like/dislike?</p>                            | <p>Weather &amp; days</p> <p>Sports</p>                                 |