

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and key question	<b>Explorers and Adventurers</b>		<b>Castles, Knights and Dragons</b>		<b>Flight</b>	
Spelling, punctuation, Grammar and phonics	Hyper link to documents	Hyper link to documents	Hyper link to documents	Hyper link to documents	Hyper link to documents	Hyper link to documents
English	<p><u>Quality texts and stimulus:</u></p> <ul style="list-style-type: none"> <li>• Story of class animal</li> <li>• Little Whale</li> <li>• Leaf man</li> <li>• The pirates next door</li> <li>• Christopher Columbus' voyage</li> </ul> <p><u>Writing outcomes:</u> Story writing, diaries, setting descriptions, letters and fact writing</p>	<p><u>Quality texts and stimulus:</u></p> <ul style="list-style-type: none"> <li>• An atlas of imaginary places</li> <li>• Exploration by Charlies Darwin</li> <li>• Titanic voyage</li> </ul> <p><u>Writing outcomes:</u> Story writing, character description, setting description and fact writing.</p>	<p><u>Quality texts and stimulus:</u></p> <ul style="list-style-type: none"> <li>• Coming home</li> <li>• King Arthur and the knights of the round table</li> <li>• Portrait of a dragon</li> </ul> <p><u>Writing outcomes:</u> Story writing, letters and poetry</p>	<p><u>Quality texts and stimulus:</u></p> <ul style="list-style-type: none"> <li>• The night dragon</li> <li>• There is no dragon in this story</li> <li>• George and the dragon</li> <li>• The Tower of London</li> <li>• The battle of Hastings</li> </ul> <p><u>Writing outcomes:</u> Story writing, party invitations, character descriptions, historical recounts, recounts of a trip</p>	<p><u>Quality texts and stimulus:</u></p> <ul style="list-style-type: none"> <li>• Flight poems</li> <li>• Information booklets about bees</li> <li>• The first flight</li> <li>• Amelia Earhart</li> </ul> <p><u>Writing outcomes:</u> Story writing, diaries, letters and fact writing</p> <ul style="list-style-type: none"> <li>• SATs preparation</li> </ul>	<p><u>Quality texts and stimulus:</u></p> <ul style="list-style-type: none"> <li>• Icarus</li> <li>• The great paper caper</li> </ul> <p><u>Writing outcomes:</u> Story writing, newspaper report, letters and fact writing</p>
Maths	<ul style="list-style-type: none"> <li>• Number and place value to 100 (tens and ones, comparing and ordering, counting in steps of 2, 3, 5 and 10s)</li> <li>• Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Multiplication and division (making equal groups, using arrays, 2, 5 and 10 timetables)</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division (sharing and grouping, dividing by 2, 5 and 10)</li> <li>• Statistics (tally charts, pictograms, block diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of 2D and 3D shape</li> <li>• Fractions (halves, quarters, whole of shape and number)</li> <li>• Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction (solving word problems)</li> <li>• Revision of multiplication and division (solving word problems)</li> <li>• Measure (time, weight, volume)</li> </ul>	<ul style="list-style-type: none"> <li>• Measure (time, weight, volume and temperature)</li> <li>• Geometry (position and direction)</li> </ul>

			<ul style="list-style-type: none"> <li>Length and height (cms, metres, comparing lengths)</li> </ul>			
<b>Science</b>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are alive, once alive and never alive.</li> <li>Identify and name a variety of plants and animals in their microhabitat.</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are suited to their habitat.</li> <li>Describe how animals obtain their food, using simple food chains.</li> </ul> <p><b>Plants- bulbs</b></p> <ul style="list-style-type: none"> <li>Observe and describe how bulbs grown into mature plants.</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, plastic, metal, glass brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals for survival (water, food, 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>Plants- bulbs</b></p> <ul style="list-style-type: none"> <li>Observe and describe how bulbs grown into mature plants.</li> </ul>	<p><b>Animals Including humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans have offspring which grow into adults.</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plant.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Flight</b></p> <ul style="list-style-type: none"> <li>Investigate how to make objects fly.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Technology in my life</li> </ul>	Data handling (block graphs, sorting shapes)	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Present my information</li> </ul>		<ul style="list-style-type: none"> <li>E-Safety</li> </ul>	
<b>Art and Design</b>	Portraits and animals in their natural environment. Outcome: self-portraits inspired by Paul Gaughan. A piece of animal art inspired by Henri Rousseau.		Exploring the work of Katsushika Hokusai to create dragon art work using different media such as printing and Charcoal. Evaluating the different pieces of art work.		Shapes that overlap Using the work of Kandinsky to create their own abstract creation using mixed tints and shades.	

	Comparing the two artists.					
<b>DT</b>		Outcome: Meal for Jungle Trekkers Salad made from foraged ingredients		Outcome: Dragons Den Castle Competition Create a castle to sell and be tested and evaluated by reception children Incorporate moving parts including axels Testing and reinforcing the strength of free-standing structures		Outcome: Flight competition Joining different materials and textiles Finishing Techniques Re-evaluation and adaption after test flight
<b>Geography</b>	<b>Where in the world</b> Rainforest Skills of atlases vs maps Identifying areas of the world Continents and oceans Map skills- route to Swimming pool and Bushy park		<b>The United kingdom</b> 4 Countries Capital cities London (Tower of London trip)			<b>Comparisons</b> Comparing local area to a small area of a non- European country. Use simple fieldwork and observations to explore weather patterns.
<b>History</b>		<b>The sinking of the Titanic</b> Identify why people did things and why events happened. Describe similarities and differences between the past and present.  <b>Significant people</b> Charles Darwin		<b>Events beyond living memory</b> Battle of Hastings- ask and answer questions about the past. Use a range of sources to find out about the past. Identify some of the different ways the past is represented (ie Bayeaux tapestry).	<b>Significant people</b>  The Wright brothers Amelia Earhart  Use a range of sources to find out about the past.  Describe similarities and differences	

		<p>Christopher Columbus (more knowledge abased to inform English lessons)</p> <p><b>Cross curricular in our English writing</b> Begin to select and organise information. Communicate ideas using relevant vocabulary and detail</p>		<p><b>Significant people</b> William the Conqueror Elizabeth I (Kings and queens to order in chronological order and identify key changes)</p>	<p>between the past and present.</p> <p>To identify some of the ways the past is represented.</p>	
<b>RE</b>	<p><b>Signs and Symbols</b></p> <ul style="list-style-type: none"> <li>• What do signs and symbols in religion mean?</li> <li>• What do the signs and symbols that Christians and Muslims use mean?</li> </ul>	<p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• Why do people give gifts at Christmas?</li> <li>• The Christmas story</li> </ul>	<p><b>Special Places</b></p> <ul style="list-style-type: none"> <li>• Where do you like to go that is special?</li> <li>• What do Christians do when they go to Church?</li> <li>• What can I discover in my local Church?</li> </ul>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• How might the crowd, Jesus, the disciples and the Romans have felt on Palm Sunday?</li> <li>• Why is the Easter story both happy and sad? Can you explain?</li> </ul>	<p><b>Religious leaders</b></p> <ul style="list-style-type: none"> <li>• Who are the important people in the lives of the class?</li> <li>• Who are the important people in the lives of religious people/groups?</li> <li>• Why is it necessary to have leaders of religious communities?</li> </ul>	<p><b>Easy questions – difficult answers</b></p> <ul style="list-style-type: none"> <li>• What are easy questions? Why are some answers difficult?</li> <li>• Who is God?</li> <li>• Why am I here?</li> <li>• What is good? What is bad?</li> <li>• Is death the end?</li> </ul>
<b>PE – games</b>	<p><b>Ball skills</b> Rolling, kicking, throwing, catching, bouncing, and dribbling.</p>	<p><b>Sending and Receiving</b> Rolling, kicking, throwing, catching, tracking, cooperation, communication.</p>	<p><b>Invasion games</b> Throwing and catching, kicking, dribbling with hands and feet, dodging, cooperation and communication.</p>	<p><b>Net and wall</b> Throwing, catching, hitting a ball, tracking a ball, respect and communication.</p>	<p><b>Athletics</b> Running at different speeds Jumping for distance and height Throwing for a distance</p>	<p><b>Athletics continued</b> <b>Striking and fielding</b> Throwing, catching, receiving a ball, tracking a ball, striking a ball and communication.</p>

<b>PE – dance/gym/ Swimming</b>	<b>Swimming</b> 5/6 weeks of swimming at Hampton Pool. Floating, traveling, submerging, kick with legs, pull with arms and gliding.	<b>Gymnastics</b> Shapes, balances, shape jumps, travelling movements, take-off and landing, barrel roll, working safely with the large apparatus.	<b>Dance</b> Travel, copying and performing actions, respect, consideration, sharing ideas and decision making.	<b>Gymnastics</b> Shapes, balances, shape jumps, travelling movements, take-off and landing, barrel roll, straight roll and forwards roll and working safely with the large apparatus.	<b>Swimming</b> 5/6 weeks of swimming at Hampton Pool. Floating, traveling, submerging, kick with legs, pull with arms, glide and specific strokes.	<b>Dance</b> Travel, copying and performing actions, respect, consideration, sharing ideas and decision making.
<b>PSHCE From the Jigsaw scheme ‘The Mindful approach to PSHE’</b>	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>• Why does bullying happen</li> <li>• Standing up for myself</li> <li>• Making new friends</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Goals to success</li> <li>• My learning strengths</li> <li>• Group challenges</li> <li>• Celebrating our achievement</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>• Being healthy and relaxed</li> <li>• Medicine safety</li> <li>• Healthy eating</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Families</li> <li>• Keeping safe</li> <li>• Friends and conflict</li> <li>• Trust, appreciation and secrets</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>• Growing from young to old</li> <li>• The changing me</li> <li>• Boys’ and girls’ bodies</li> <li>• Looking ahead</li> </ul>
<b>Music Charanga</b>	<b>Hands, Feet and Heart</b> Learning about pulse, rhythm and pitch through listening and appraising different styles of African music.	<b>HO HO HO</b> Learning to sing and perform a variety of Christmas songs.	<b>I want to Play in a Band</b> Sing, play, improvise and compose through listening and appraising classic rock songs.	<b>Zootime</b> Learning about Pulse, rhythm, pitch through singing and playing instruments to Reggae music.	<b>Friendship Song</b> Learning about Pulse, rhythm, pitch through singing and playing instruments to Reggae music.	<b>Reflect, Rewind and Replay</b> Listen and Appraise Classical music Composition Share and perform the learning that has taken place
<b>Possible visits</b>	Bushy Park  Hampton pool		St James’ Church	The Tower of London	Hampton pool	Bushy Park  Transition visits to HHJS including watching Year 6 leavers play
<b>British Values</b>	School council applications Golden rules Monitor roles Rights and responsibilities within school					

**ALZ**

The ALZ or Active Learning Zone is a separate area to the classrooms run by a dedicated member of staff, six children from each class access the provision. Children are able to explore their learning in an active and practical manner and are set challenges and tasks which extend their learning and problem solving skills. The teacher can use these opportunities to observe learning and make assessments.