






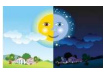












Topic	<p>Autumn 1 Sing me a Song</p> 	<p>Autumn 2 People Who Help Us</p> 	<p>Spring 1 Once upon a Time</p>  <p>Once upon a time...</p>	<p>Spring 2 Yummy Scrummy in my Tummy</p> 	<p>Summer 1 All Creatures Great and Small</p> 	<p>Summer 2 Amazing Adventures</p> 
Synopsis	<p>This topic will give the children opportunities to learn new vocabulary and help children understand how words are formed through nursery rhymes.</p> <p>The children can extend their language through repetition, rhyme and role playing. This topic helps the children build imaginative and role play skills.</p>	<p>This topic invites the children to encounter real life experiences. The children can explore different professionals from the public sector and talk about their roles and responsibilities. This topic will excite the children's curious minds with the knowledge of the world around us. The children will learn how people can help us and understand the need for the appropriate services.</p>	<p>This topic builds on children's learning and enjoyment of reading from early childhood. These popular stories are familiar to most children from the popularity of them in the world around us. The children can extend their language through repetition, rhyme and role playing. Children can also understand other wider concepts such as morality and honesty through the exposure of these tales. This topic helps the children build their learning on to Alternative Tales/Fairy Tales in Reception, as they have a breath of prior knowledge around stories, settings and characters.</p>	<p>This topic provides opportunities to celebrate children's interests, likes and dislikes about the food that they eat. The topic provides opportunities for families to come and share food experiences from different cultures, children can learn about other cultures through the exploration of food.</p>	<p>The children are provided with the opportunities to explore and investigate minibeasts in the school setting. The children are provided with real life experience of holding insects and creatures following a special visit from Animal Intuition. Children develop questioning skills as they watch minibeasts grow and develop, the children watch the caterpillars grow into butterflies and release them. This topic provides children with the opportunity to observe and living things and learn how to care for them.</p>	<p>This topic enables children to explore different types of transport in the world. It allows great opportunities for cross curricular learning, through investigating patterns in real life, music, and geography (the world). This topic allows the children to explore their local environment that is familiar to them. It allows children to develop an understanding of how things move, journeys and maps.</p>
Crucial curriculum content	<p>To know and join in with some familiar rhymes</p> <p>To learn and sing new rhymes</p> <p>Develop an awareness of rhyme in songs</p>	<p>To know there are people in the community who can help us</p> <p>To explore and find out about the jobs people do to help us</p> <p>To know the names of different people who can help us</p> <p>To be inspired to talk about what they want to do when they grow up</p>	<p>To know and join in with some familiar stories</p> <p>To know and use language from familiar stories</p> <p>To be able to talk about characters and events from familiar stories</p> <p>To have some favourite stories</p>	<p>To know the names of different foods, including fruit and vegetables</p> <p>To learn that some foods are 'healthy' and some are 'unhealthy'</p> <p>To understand we can use food to cook and bake</p> <p>To learn about different cultural foods linked to festivals and celebrations.</p>	<p>To know that minibeasts can be found in the garden, and know where to look for these: under logs, rocks etc</p> <p>To name some familiar minibeasts found in the garden</p> <p>To describe some of the features of different minibeasts</p> <p>Begin to explore some life cycles: caterpillar-butterfly</p>	<p>To be able to name different forms of transport</p> <p>To explore transport local to me: tram, bus, aeroplanes etc</p> <p>To understand how different forms of transport move: on the road, tracks, on sea, in the air etc</p> <p>To know we can travel to different places</p>
English (Key texts)	<p>Twinkle, Twinkle little star</p> <p>Incy Wincy Spider</p> <p>Old Macdonald</p> <p>Humpty Dumpty</p> <p>Baa Baa Black Sheep</p>	<p>Flashing Fire Engines</p> <p>Police Officer</p> <p>Ness the Nurse</p> <p>Going to the dentists</p> <p>Awesome Ambulances</p> <p>Real Superheroes</p>	<p>The Gingerbread Man</p> <p>Little Red Riding Hood</p> <p>Goldilocks and the Three Bears</p> <p>The Billy Goats Gruff</p> <p>The Three Little Pigs</p>	<p>The Tiger who came to tea</p> <p>One Watermelon Seed</p> <p>Handa's Surprise</p> <p>The Enormous Turnip</p> <p>Oliver's Fruit Salad</p>	<p>The Greedy Bee</p> <p>Mad about Minibeasts</p> <p>Argh Spider!</p> <p>The Very Hungry Caterpillar</p> <p>Norman the Slug with the Silly Shell</p> <p>Superworm</p>	<p>Up, up, up</p> <p>The Train Ride</p> <p>Busy Boats</p> <p>The Hundred Decker Bus</p> <p>The Journey Home from Grandpa's Amazing Aeroplanes</p>
Shared Reading Texts	<p>My Pet Star</p> <p>Think Big</p> <p>Oi, Frog!</p> <p>On The Farm</p> <p>Five Little Speckle Frogs</p> <p>Baby Goes to Market</p> <p>Aaaarrgghh! Spider!</p>	<p>FireFighter</p> <p>Police Officers</p> <p>At the hospital</p>	<p>Mixed Up Fairy Tales</p> <p>Foggy, Foggy Forest</p> <p>Once Upon a Time - Pop up Book</p> <p>Goldilocks</p>	<p>Don't Put Your Finger in the Jelly Welly</p> <p>Supertato</p> <p>Ketchup on your Cornflakes</p> <p>Eat Your Greens, Goldilocks</p> <p>From the Garden</p>	<p>Bug Homes</p> <p>Ten Wriggley, Wiggley Caterpillars</p> <p>Minibeasts</p> <p>Flip Flap Minibeasts</p> <p>Twst and Hop Minibeast Bop</p>	<p>Trains, Trains, Trains</p> <p>Choo Choo Tractor</p> <p>We're Going on a Lion Hunt</p> <p>That's Not My bus!</p> <p>Whatever Next!</p>
Phonics	<p>Harmony Trust Framework</p> <p>Phase 1</p>	<p>Harmony Trust Frameowrk</p> <p>Phase 1</p>	<p>Hramony Trust Framework</p> <p>Phase 1</p>	<p>Harmony Trust Framework</p> <p>Phase 1</p>	<p>Harmony Trust Framework</p> <p>Phase 1</p> <p>Phase 2 for those pupils who are ready.</p>	<p>Harmony Trust Framework</p> <p>Phase 1</p> <p>Phase 2 for those pupils who are ready.</p>
Maths	<p>Sing counting songs/number rhymes</p> <p>Count in everyday contexts and play</p> <p>Explore shapes in construction, puzzles and models.</p> <p>Talk about routines and familiar places</p>	<p>Recite numbers to 5</p> <p>Develop 1:1 correspondence to 3</p> <p>Compare quantities (more than)</p> <p>Subitise 1 or 2 objects</p> <p>Explore size, weight and capacity</p> <p>Talk about and make own patterns</p>	<p>Describe and recall a familiar route</p> <p>Understand positional language</p> <p>Length, height, weight and capacity</p> <p>Explore 2D and 3D Shapes, combining and selecting them appropriately</p>	<p>Recite numbers beyond 5</p> <p>1:1 correspondece to 5</p> <p>Compare quantities</p> <p>Beginning to understand cardinal value</p> <p>Identify patterns around them</p>	<p>Explore and talk about 2D and 3D shapes</p> <p>Identify patterns around them</p> <p>Extend and create ABAB patterns</p> <p>Spot and correct errors in ABAB patterns</p> <p>Explore spatial patterns</p> <p>Undertand and use positional language</p> <p>Length, height, weight and capacity</p>	<p>Recite numbers to 10</p> <p>1:1 corresponance beyond 5</p> <p>Compare quantities</p> <p>Subitise to 3 (speed)</p> <p>Understand cardinal value</p> <p>Understand composition and partition numbers to 3</p> <p>Link numerals and amounts</p> <p>Share objects</p>
EAD	<p>Self Portrait</p>	<p>Junk modelling</p>	<p>Gingerbread biscuits</p>	<p>Fruit Salad</p>	<p>Sock puppet</p>	<p>Junk model</p>
Understanding the World	<p>Exploring and naming animals</p>	<p>Different Occupations</p> <p>Festivals</p>	<p>Exploring materials</p>	<p>Exploring how and where fruit & veg grows</p>	<p>Minibeasts and their habitats</p>	<p>Exploring how we travel, land, air and sea,exploring sinking & floating</p>
Music	<p>Nursery Rhymes, squiggle whilst we wiggle singing bag</p>	<p>Traditional music for Diwali</p> <p>Nursery rhymes</p> <p>singing bag, singing phonics</p>	<p>Soundtrack stories</p> <p>Chinese New Year - dance / music</p> <p>singing phonics</p>	<p>Investigate instruments, food songs, using African instruments.</p>	<p>Mini beast Bug Ball song.</p> <p>Squiggle while you wiggle</p>	<p>A different Musician</p>







Computing	Interactive Whiteboard	Beebots	Torches	Cameras	Timers	Remote Controlled Cars
Physical Development	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.					
	In addition to the continuous provision, the children also now access the large apparatus in the hall and have standalone trim trail sessions to support their development of gross motor skills.					
RE	Which stories are special	Which people are special	What places are special	What times are special	Being special: where do we belong?	What is special about our world?

Topic	Autumn 1 I Am Special I Am Me 	Autumn 2 Light and Dark 	Spring 1 Colourful Creatures 	Spring 2 Happily Ever After 	Summer 1 Old MacDonald 	Summer 2 In the Garden 
Synopsis	This topic starts by looking at the child themselves; their likes, dislikes and interests. It moves on to look at their families, who they live with and how we have similarities and differences. We think about lives of people around us and their roles in society. At the end of the topic we look at the types of houses we live in and compare these to homes from the past.		We begin this topic by discussing what the children already know about night and day. During this topic Reception learn about nocturnal and diurnal animals that are native to the UK. As part of this unit we look at light and dark, shadows, space, changing states of matter, the seasons of the year and 'The Starry Night' by Van Gogh. This links to the Year 1 topic looking at seasonal changes in Science.		This topic allow children to expand on their understanding of settings, events and principal characters. Children will compare and see differences in creatures and their environmental homes/habitats. The topic will begin with creatures the children may be more familiar with, and then extended to beyond local environment.	
Crucial curriculum content	To share information about themselves to others e.g. Identify their favourite thing to do, discuss members of their family etc.		To develop an understanding of the world around them		To explore and compare different characters and events in stories.	
	To understand that we are all unique in our own way and identify ways we are similar but different too.		To begin to understand changes which happen during night and daytime		To explore and compare different settings in stories.	
	To know about my own family and where we live		To know about, explore and name nocturnal animals		To compare their local environment to a contrasting environment.	
	To be able to talk about and compare houses				To identify similarities and differences in familiar stories.	
	within the local area				To make links between 'modern' and 'traditional' tales.	
English (Key texts)	Super Duper You In My Heart All are Welcome Home		Owl Babies Night Monkey, Day Monkey Moon Stick Man		Jack and the Jelly Beanstalk Goldilocks and the Three Crocodiles Little Red & The Very Hungry Lion	
	In Every House on Every Street The Worry Monster The Perfect Fit The Same But Different Too Mixed, A Colourful Story Dogger		Shark in the Park When I Build with Blocks Katie and the Starry Night Jesus' christmas Party Not Now Noor! The Jolly Christmas Postman Night and Day		Big Book of Ten Little Superheroes Our House You Choose Fairytales There is no Big Bad Wolf in this Story The Great Fairy Tale Distaster Once Upon a World The Ninjabread Man Bunnies on a Bus Goldilocks and Just the One Bear	
Phonics	Harmony Trust Framework Phase 1/2		Harmony Trust Framework Phase 2		Harmony Trust Framework Phase 3	
Maths	Subitising within 3 Counting, cardinality and ordinality within 5 Composition of 3 and 4 Subitising within 4 Comparison positional vocabulary 2D Shapes		Counting, ordinality and cardinality within 5 Comparison Composition 'wholes' and 'parts' Composition of 3, 4 and 5 Counting, ordinality and cardinality within 5 Patterns Length and weight 3D Shapes		Counting, ordinality and cardinality- counting beyond 20 Comparison within 8 Composition of 7 Subitising and doubling patterns Composition doubles to 10 Even and odd numbers Explore patterns 3D Shapes Height and capacity Combining groups	
EAD	Self-portraits House models		Van Gough's Starry Night- painting and transient art Self portrait assessment		Mixed media structures- beanstalk Self portrait assessment	
Understanding the World	Houses and homes Homes in the past Our local community and environment Growing and changing		Festivals of Diwali, Christmas, Bonfire Night Day and night Nocturnal and diurnal animals Seasonal change: Autumn		Mapping Shadows Growing beans Festivals of Easter and Eid	
RE	Which stories are special and why? Talk about stories of Jesus as a friend to others		Which people are special and why?		What times are special and why? Make connections to festivals the children may have celebrated	
Music						
Charanga: Me!		Charanga: My stories		Charanga: Everyone!		Charanga: Our World
						Charanga: Big Bear Funk
						Charanga: Reflect, Rewind, Replay

Online Safety						
	Self image and identify / Health, wellbeing and lifestyle.	Online Bullying	Online relationships / online reputation	Privacy and Security	Managing online informaion	Copyright and ownership
Computing						
	E-Safety & Technology Around Us.	Technology Around Us & Torches	Beebots	Chatterpix	Timers & Microscopes	Scratch JR
Physical Development Gross Motor	Autumn 1: SPLAY Treasure Hunt Teamwork - moving/travelling with control and spatial awareness.	Autumn 2: SPLAY Dance Perform a sequence incorporating travel and rhythm.	Spring 1: SPLAY Ball Skills Throwing, bouncing, sending and receiving,	Spring 2: Gymnastics Create a sequence incorpoating different body shapes, rolls and jumps.	Summer 1: SPLAY Dance Perform in character and feedback to peers.	Summer 2: SPLAY Athletics Running, jumping, throwing with control and speed.
	Additional opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.					
Physical Development Fine Motor						

Subject Topic	Autumn 1 Me and My World (URL Y1 A2)	Autumn 2 Superheroes (Use How will I Remember You)	Spring 1 Towers, tunnels and Turrets (URL Y1 Sum2)	Spring 2 Dinosaur Roar (URL Y1 Sp2)	Summer 1 Happy Holidays (URL Y2Sum1)	Summer 2 Looking out on Africa (URL Y1Sum1)
						
Synopsis	This topic focuses on ourselves and Derby. Children use their knowledge of 'I am special' from EYFS and use key concepts to extend their knowledge of houses and who lives in houses. We begin this learning with a local area walk which children will look for key geographical features and buildings and describe what they are like. Another key concept children learn is how to draw an aerial map and what objects look like from an aerial view. To finish this topic, the children create a model of a geographical feature from around the local area. The children also look at our human body. They label the different body parts and put a body back together. The children make observations about their senses and their sensory organs. The children look at what the similarities and differences are between us. Children will study Picasso's artwork and will use a range of materials and techniques to create a self-portrait of themselves in his style.	Children will be learning about Superheroes and what it means to be a 'hero'. We will be exploring and learning about everyday heroes and how they help and support us. Children will learn about historical 'superheroes' and how they helped change the world we live in today. Children look at the 4 seasons and observe, discuss, draw and write about the changes in each of the 4 seasons. The children will learn how the day length varies and make observations and use that information to create data. In D&T, children will sew logo for a superhero! They will plan, create and evaluate their tree hanging decoration and ensure it is fit for the audience and purpose. They practise cutting and sewing skills to join the seams together.	This topic focusses on knowing what Castle life was like, knowing the purpose of a castle/why they were built and learn about the different types of castles and how they evolved. The children complete a timeline, compare castles and to finish this topic, they will use Green Screen to create a background for a castle battle. In science, the children will look at the different types of materials and describe their properties. They also look at the best materials for a structure and discuss why. The children then use different materials to make a castle structure for DT to link with the topic.	To gain a greater understanding of pre-historic times, children will research a person from the past (Mary Anning) and why she is important, we discover why the dinosaurs died and look at evidence to see if they existed. We link this history topic to many other strands of learning, PE: in which we create a dinosaur dance and Science: in which we further develop our knowledge of Common Animals and focus on herbivores, omnivores and carnivores. To finish this topic, the children will write a newspaper report on dinosaurs coming to our school! In Art, the children complete their learning by creating a sculpture of a dinosaur eye in clay by using artist impressions.	The children study the places people go on holiday. The children will be able to name different types of holidays and methods of transport to reach their destination. This links to their learning from nursery (transport) and also their learning from Autumn in Year 1 (me and my world). Children will compare different holidays and their features eg countryside, city and seaside and then discuss why many people go to different countries for holiday- linking to climate and weather. Children will research different flavours of ice lollies and design, make and evaluate their own healthy ice lolly.	This Geography topic looks at comparing cities in the UK and Africa, in particular the region of the Serengeti and city of Nairobi and how people live. This topic starts with some traditional African dancing, making flags and tasting some traditional food. We look at what life is like in Africa, discover where it is on a map, describe the climate and compare it to England. This links to Me and my world in Autumn 1 and My Wonderful World in Year 2. To finish this topic the children will write a letter to a linking school in Africa and fundraise for Toilet Twinning. Children will also enjoy a trip to the zoo to experience the animals. Children will look at different types of African prints, mono, block and potato and with this, use skills learnt to design and create simple potato prints using African colours. They will look at prints from the Nbele tribe and study work by the artist Daudi Tingatinga and his techniques.
English Texts	Postcards from Derby Here we Are - Oliver Jeffers Descriptive writing/Narrative Maya's Walk - Moira Butterfield Descriptive writing/Narrative The Boy Who Loved Maps - Kari Allen Retell All about Derby Information Text	A Superpower like mine - Dr Ranj Character description Traction Man- Mini Grey Descriptive writing/Narrative Rosa Parks Little People Big Dreams Letter Theres a Superhero in your book - Tom Fletcher Retell	The Tunnel-Anthony Brown Descriptive writing/Narrative Small Knight and George and the Royal Chocolate Cake- Ronda Armitage Recipe/Instructions In the Castle Setting description and information text	Dinosaurs Love Underpants - Claire Freedman Retell Dear Dinosaur - Nicola O'Byrne Letter Mad about dinosaurs - Giles Andreae Information text	The Storm Whale- Benji Davies Non-Chronological Report Lighthouse Keepers lunch- David Armitage Narrative Retell/Setting description You Can't Take an elephant on Holiday Instructions	Lila and the Secret of Rain- David Conway Narrative description The Ugly Five Character Description All the Animmlas Were Sleeping Setting Description
Shared Reading Texts	What We'll Build - Oliver Jeffers Coming to England - Floella Benjamin Now We Are Six - A.A Milne	Eliot Midnight Superhero - Anna Cottringer When You're Fast Asleep - Peter Arthenius A Hero Like Me - Jen Reid	Dragon Post - Emma Yarlett Zog - Julia Donaldson The Castle the King Built - National Trust	Stomp, Chomp Big Roars! - Kaye Umansky Diosaur Bones - Bob Barner Gigantosaurus - Jonny Duddle	The Beach - Roland Harvey Paddinton's Post - Michael Bond Postcards From Around the World	Okapi Lost His Underpants Africa, Amazing Africa - Atinuke Handa's Nosiyo Night - Eileen Browne
Phonics	Harmony Trust Framework Phase 4/5	Harmony Trust Framework Phase 5	Harmony Model Framework Phase 5 Yr1 Spelling NC	Harmony Model Framework Phase 5 Yr 1 Spelling NC	Harmony Model Framework Phase 5 Yr 1 Spelling NC	Harmony Model Framework Yr1 Spelling NC
Maths	Place Value Addition Subtraction Time	Place Value Addition Subtraction Multiplication Division Length 2D Shapes	Place Value Addition Subtraction Fractions Money 3D shapes	Place Value Addition Subtraction Multiplication Division	Place Value Addition and Subtraction Fractions Mass Position and Direction Time	Place Value Addition and Subtraction Multiplication and Division Money Capacity Time Shape
History		Significant people: Rosa Parks Grace Darling Florence Nightingale	Castles and how they have changed overtime	Dinosaurs Mary Anning		
Geography	United Kingdom naming 4 countries and capital cities.Seasonal changes. Naming geographical features				Human and Physical features Geographical skills and fieldwork Location of hot and cold areas of the world in relation to the equator	Place knowledge Comparing UK and Africa Human and physical features
Science	Animals inc. Humans- Human body	Seasonal Changes	Materials	Animals inc. Humans- Carnivores, herbivores, omnivores	Plants	Animals inc. Humans- Grouping Animals
Art	Artist Study- Andy Warhol- Portraits	D&T	D&T	Dinosaur eye -Clay sculptures	D&T	Artist Study-Thandiwe Muriu-polystyrene prints
D&T		Sewing	Structures		food	
PE	Gymnastics Perform a sequence incorporating different rolls.	Dance Learn a motif, practise and perform.	Gymnastics Perform a sequence incorporating different body shapes and jumps.	Dance Perform a routine with control and coordination	Team Games Handball, bench ball, tag rugby, football.	Tennis Perform a rally with a partner.
RE	1,9 Who is a Hindu and what do they believe? Diwali OCT Sikhs call it Bandi Chor Divas – address different reasons	NO RE UNIT Christmas Story /Nativity	1.6 How and why do we celebrate special and sacred times? *Christians & Muslims Christmas & Ramadan (In Feb)	1.1 Who is a Christian and what do they believe? SPLIT UNIT TO AID RETRIVAL	1.5 What makes some places sacred? *Christians and Muslims	1.7 What does it mean to belong to a faith community?
Music	Old School Hip Hop	Rhythm In The Way We Walk and The Banana Rap- Reggae	In the Groove- Blues Baroque Latin Bhangra Folk	Round and round- bossa Nova, big band jazz	Reflect, Rewind, Replay	Your Imagination - Pop

Online safety	Self image and identify / Health, wellbeing and lifestyle.	Online Bullying	Online relationships / online reputation	Privacy and Secuirty	Copyright and ownership	Managing online informaion
Computing	Digital literacy - iPad key skills (URL) Purple Mash - Online Safety (Unit 1.1)	Purple Mash - Grouping & Sorting (Unit 1.2) Purple Mash - Pictograms (Unit 1.3)	Purple Mash - Lego Builders (Unit 1.4) Purple Mash - Tech Outside School (Unit 1.9)	Purple Mash - Maze Explorers (Unit 1.5)	Purple Mash - Coding (Unit 1.7)	Purple Mash - Animated Story Books (Unit 1.6)
PSHE	Rules and responsibilities	Feelings Zippy module 1	Keeping safe	Communication Zippy module 2	Healthy lifestyle	Communities

	Autumn 1 Where Are We? 	Autumn 2 London's Burning 	Spring 1 Moon Zoom 	Spring 2 Magnificent Monarchs 	Summer 1 Looking out on India 	Summer 2 Carnivals 
Subject Topic						
Synopsis	During this topic, children look at local landmarks within Great Britain. This topic has a focus on identifying the 4 countries within the United Kingdom, capital cities and landmarks as well as the surrounding seas. The children identify physical and human features in the UK. This topic links to Art, where children create their own replica landmark sculptures from clay. To finish this topic, we create an information leaflet about visiting the UK.					
English Texts	The King's Pants - Nicholas Allan Narrative The Giant's loo roll - Nicholas Allan Alternative Retell Dick Whittington ppt Recount All about Harvest Information Text	Vlad and the Great Fire of London- Kate Cunningham Recount Samuel Pepys Diary Diary Entry Exciteable Edgar (Literacy Shed) Newspaper Report Christmas Poetry	Beegu- Alexis Deacon Letter Man on the Moon- Simon Bartram Narrative How to Catch a Star- Oliver Jeffers Narrative	Queen Elizabeth II and the Kings and Queens of Great Britain Non Chronological Report Paddington at the Palace Diary entry Queen Victoria's Bathing Machine Narrative/alternative retell	The Tiger Child - Joanna Troughton Retell Mahatma Gandhi - Little People Big Dreams (Non-fiction) Non Chronological Report Chapatti Moon-Pippa Goodhart Instructions	Nini at Carnival- Errol Lloyd Letter Carnival Catastro Pea-Paul Linnet Retell Carnival of the Animals Poetry Haiku/Kenning
Guided Reading Texts	This is London - Miroslav Sasek (Non-Fiction) Katie in London - James Mayhew (Fiction) You can't take an Elephant on the Bus - Patricia Cleveland-Peck (Fiction)	Diary entry extract - Guy Fawkes Firework Night - Enid Blyton (Poetry) The Great Fire of London information text and photograph (Non fiction) Christmas Stories	Neil Armstrong - Little People - Big Dreams (Non-Fiction) First Moon Landing information text and photograph (Non-Fiction) The Darkest Dark - Chris Hadfield (Fiction)	The Queen's Hat - Steve Antony (fiction) If I were King - Chelsea O'Byrne (fiction) Little People, Big Dreams - King Charles (Non- Fiction)	Mother Theresa - Little People - Big Dreams (Non-fiction) Tiger Tiger Burning Bright (Poetry) Martha Maps it Out	Claudia Jones - Notting Hill Carnival Information Text - (Non Fiction) Malaika's Costume - Nadia L Hohn (Fiction) Charlie's Magical Carnival - Marit Tornqvist (Fiction)
Phonics/SPaG	Harmony Trust Framework/No Nonsense Spelling Review Phase 5/6	Harmony Trust Framework/No Nonsense Spelling Preview Phase 5/6	No Nonsense Spelling SPaG	No Nonsense Spelling SPaG	No Nonsense Spelling SPaG	No Nonsense Spelling SPaG
Maths	Place Value Addition Subtraction Money Time	Place Value Addition Subtraction Multiplication Division Money Length 2D shapes	Place Value Addition Subtraction Fractions Money 3D shape	Place Value Addition and Subtraction Multiplication Division Time	Place Value Addition and Subtraction Fractions Position and Direction Mass Statistics	Place Value Multiplication and Division Money Capacity Time Shape Statistics
History	Events beyond living memory - GfOL Significant people - Samuel Pepys		Changes within living memory - Space Race Significant people - Neil Armstrong	Significant people and events - within and beyond living memory		
Geography	The children name and locate 4 countries of the UK. They will name the capital cities of the United Kingdom. They will describe seasonal changes and name at least 3 geographical features of the UK.				Locate seven continents and five oceans Human and physical features of India Climate and weather patten.	Geographical features of Brazil, aerial images, comparing UK and Brazil including climate.
Science	Living things including food chains	Materials	Growing and changing animals - life cycles	Living things and their habitats	Plants	Healthy Lifestyles
Art	Henry Moore - Sculptures using pape Mache	D&T	D&T	Portraits in a historical style using paint	Ranbir Kaur - Rangoli Art (digital)	D&T
D&T	Structures - Houses of GfOL Food - Making bread		Moon Boogies - moving mechanisms			Carnival masks - sewing/fabric cutting
PE	Gymnastics Perform a sequence incorporating different rolls and jumps on/off apparatus.	Dance - Great Fire of London Create a motif with a beginning, middle and end and perform.	Gymnastics Perform a sequence incorporating different body shapes and levels on/off apparatus.	Dance Perform a routine in response to a stimulus.	Team Games Take part in kicking, throwing, catching games	Cricket Take part in a game of Kwik Cricket
RE	1.8 How should we care for the world, and why should it matter?	NO RE UNIT	1.1 Who is a Christian and what do they believe? SPLIT UNIT TO AID RETRIVAL Ramadan in Feb	1.2 Who is a Muslim and what do they believe?	1.6 How and why do we celebrate special and sacred times? *Christians & Muslims Eid + Easter	1.10 Who is a Sikh and what do they believe?
Music	Hands Feet Heart - South African	Ho Ho Ho - Rap	I wanna play in a band - Rock	Zootime - Reggae	Friendship Song - Pop	Reflect Rewind Relay - Western Classical
Online Safety	Self image and identify / Health, wellbeing and lifestyle.	Online Bullying	Online relationships / online reputation	Privacy and Security	Managing online informaion	Copyright and ownership
Computing	Purple Mash - Coding (Unit 2.1)	Purple Mash - Online Safety (Unit 2.2) Purple Mash - Effective Searching (Unit 2.5)	Purple Mash - Making Music (Unit 2.7)	Purple Mash - Creating Pictures (Unit 2.6)	Purple Mash - Questioning (Unit 2.4)	Purple Mash - Presenting Ideas (Unit 2.8)
PSHE	Rules and Expectations	Making and breaking relationships Zippy module 3	Changing and Growing	Conflict resolution Zippy module 4	Money	Emotions