

Subjects	Autumn Term 1 (weeks) Healthy Humans	Autumn Term 2 (weeks) Turrets and Tiaras	Spring Term 1 (weeks) Intrepid Explorers	Spring Term 2 (weeks) Rainy Rainforests	Summer Term 1 (weeks) Seeds and Scarecrows	Summer Term 2 (weeks) It's a Bug's Life
Immersion and Trips	- Food tasting - Cleaning teeth activities	- Visit to Oakham Castle - Castle jobs role play	- School exploration to find a historical artefact - Mosque visit	- Zoo Lab in school	- Farm trip - Build scarecrows	- Watch the film - Mini beast hunts
Celebrations / Parental engagement		- Christmas Carol Concert.		- In school art gallery to showcase work.		- End of year achievements awards.
English	<u>Text: Oliver's Vegetables</u> <u>Focus: Writing to Entertain</u> Story <u>Text: Vegetable Soup</u> <u>Focus: Writing to Inform</u> Instructions	<u>Text: Visit to Oakham Castle</u> <u>Focus: Writing to Inform</u> Recount <u>Text: The Princess and the White Bear King</u> <u>Focus: Writing to Entertain</u> Description and story	<u>Text: A day in the life of an explorer</u> <u>Focus: Writing to Inform</u> Recount <u>Text: Where My Wellies Take Me</u> <u>Focus: Writing to Entertain</u> Poetry	<u>Text: Ride of Passage</u> <u>Focus: Writing to Entertain</u> Description and story <u>Text: Grandad's Island</u> <u>Focus: Writing to Entertain</u> Description	<u>Text: The Scarecrow's Wedding</u> <u>Focus: Writing to Entertain</u> Description and story <u>Text: Oliver's Fruit Salad</u> <u>Focus: Writing to Inform</u> Instructions	<u>Texts: Diary of a Spider</u> <u>Diary of a Worm</u> <u>Focus: Writing to Entertain / Inform</u> Diary <u>Text: Poetry Books</u> <u>Focus: Writing to Entertain</u> Poetry
Maths	Place Value Addition and Subtraction Measure - time	Geometry - properties of shape Fractions Division Multiplication Statistics Measure - Money	Place Value Addition and Subtraction Multiplication and Division Measure - time	Measure - Length Addition and Subtraction Multiplication and Division Fractions Geometry - Position and direction	Geometry - properties of shape Place Value Measure - Capacity and Mass Addition and Subtraction Multiplication and Division Measure - Time	Addition and Subtraction Multiplication and Division Fractions Statistics Geometry
Science	<u>Exercise</u> - Why we need exercise? - Different types of exercise. <u>Nutrition</u> - Food groups	<u>Materials</u> - Identifying materials and their properties. (Identifying and classifying)	<u>Materials</u> - Investigating which fabric is best to wear outside. (Identifying and classifying)	<u>Living and non-living</u> - What is alive/not alive? - What has been alive/never been alive?	<u>Seeds and Bulbs</u> - Observations of seeds growing. (Observation over time) - What do seeds and bulbs grow into?	<u>Habitats</u> - Micro habitats and mini beasts. (Identifying and classifying) - Macro habitats.

	<ul style="list-style-type: none"> - Healthy eating, balanced lunchboxes. - Grow cress, observe the growth and eat what we have grown. (Observation over time) <p><u>Hygiene</u></p> <ul style="list-style-type: none"> - Keeping ourselves clean, investigate the spreading of germs. - Dental hygiene. - Chalk in different drinks experiment. 	<ul style="list-style-type: none"> - Investigating materials and if they bend, stretch and squash. - Ask simple scientific questions. - Investigating which material is best for a bridge (Linked to DT) 	<ul style="list-style-type: none"> - Charles Macintosh. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> - Basic needs for survival. - What do humans/animals need to survive? 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> - Life cycles of butterfly, frog and chick. - How babies grow and change into adults. - Life cycle of a human. 	<ul style="list-style-type: none"> - Investigating what plants need to grow. - Best conditions for growth. - Ask simple scientific questions. - Use simple equipment to make observations. - Carry out simple test. 	<ul style="list-style-type: none"> - Different features of the habitats. - Identifying animals in a range of habitats. - Which animals suit which habitat and why? <p><u>Food chains</u></p> <ul style="list-style-type: none"> - Look at simple food chains.
Computing	<p><u>Digital Literacy</u></p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> - Recognise different types of technology. - Know how technology is used in school and outside of school. - Know where to go for help if they are concerned. 	<p><u>Switched on Computing</u> - 'We are games testers'</p> <ul style="list-style-type: none"> - Describe what happens in computer games thinking about cause and effect - Predict what a program might do - Test their predictions 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> - Navigate the web to search. - Retrieve digital content from the web. <p><u>Switched on Computing</u> - 'We are astronauts'</p> <ul style="list-style-type: none"> - Algorithms are instructions. - Move a Beebot by using an algorithm. - Scratch creation of sprites and backgrounds. - Programming the movement of the Sprite. - Debug any issues as they arise. 		<p><u>Switched on Computing</u> - 'We are photographers'</p> <ul style="list-style-type: none"> - Evaluate existing photos looking at quality and focus - Use a camera app to take digital photos of shapes - Review and reject/pick from the images they have taken. - Edit and enhance their photos using a computer program. 	<p><u>Switched on Computing</u> - 'We are zoologists'</p> <ul style="list-style-type: none"> - Sort and classify mini beasts by answering questions - Collect data using tally charts - Enter data into Excel to produce charts
History	<p><u>Historical Investigation</u></p> <ul style="list-style-type: none"> - Asking questions to an older person. - Compare things now to things that were different when our grandparents were younger. 	<p><u>Historical places</u> - Castles</p> <ul style="list-style-type: none"> - What is a castle like inside? - Why was it built this way? - What was it like to live as a monarch? <p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> - Births of Prince Louis and Archie Harrison. - Wedding of Prince Harry. 	<p><u>Historical artefact</u></p> <ul style="list-style-type: none"> - Asking questions about the object. - What might it have been used for? <p><u>Events beyond living memory</u></p> <ul style="list-style-type: none"> - Christopher Columbus - Francis Drake - Research in order to answer questions. 			

		<u>British Values</u> - Royal family and why they are important.				
Geography	<u>Locational Knowledge</u> - Name and locate the countries in UK - Name the capital cities of countries in the UK. - Where is Peterborough?		<u>Locational Knowledge</u> - Name and locate 7 continents. - Name and locate the world's oceans.	<u>Human and Physical Geography</u> - Use geographical vocabulary when discussing the rainforest. - Discuss how jobs may be different. <u>Geographical Skills</u> - Where are rainforests in the world? Why? - How is a rainforest structured? <u>Place Knowledge</u> - Compare Brazil to where we live. How is it similar? How is different?	<u>Human and Physical Geography</u> - Use geographical vocabulary when discussing the farm. - Compare human and physical features on the farm. - Discuss how jobs may be different.	<u>Geographical Skills</u> - Use fieldwork and observational skills to study the geography of the school.
D&T	<u>Cooking</u> - Soup - Make a plan. - Describe the ingredients that I am using. - Understand where food comes from. - Understand a healthy and varied diet. - Select and use appropriate tools. - Evaluate what went well.	<u>Structures</u> - Drawbridge - Designing and communicating ideas based on design criteria. - Choosing appropriate materials and explaining why. - Explore and use mechanisms. - Measure materials I am going to use. - Testing and evaluating what went well.			<u>Scarecrows</u> - Make a plan. - Choose materials and explain why. - Build a scarecrow. - Evaluate what went well. <u>Food</u> - Fruit Salad - Follow a recipe. - Cutting, peeling, mixing and measuring.	
Art & Design			<u>Pencil Drawing</u> - Draw an artefact. - Choose and use different grades of pencils.	<u>Printing</u> - Look at how artists have used colour, pattern and shape.		<u>Clay pots</u> - Creatively design a clay pot for water. - Make a clay finger pot. - Carve detail into the pot.

			<ul style="list-style-type: none"> - Develop pencil control with line and texture. - Look at how artists have used pattern and shape. - Use a viewfinder to draw a specific part of an artefact. 	<ul style="list-style-type: none"> - Colour mixing and the colour wheel. - Tints and tones by adding white or black. - Create printing by pressing, rolling, rubbing and stamping. <p><u>THROUGH COMPUTING LESSONS:</u></p> <ul style="list-style-type: none"> - Use different techniques in an IT Paint package. 		<ul style="list-style-type: none"> - Join parts of the clay together.
Music	<p><u>Pitch</u></p> <ul style="list-style-type: none"> - Singing/speaking voices. - Performing a simple pattern keeping a steady pulse. - Singing/playing so, mi, la 	<p><u>Performing</u></p> <ul style="list-style-type: none"> - Rhythmic accuracy. - Sing and follow a melody. - Perform in groups. - Use rhythm and pulse - Improving my own performance. 	<p><u>Instrumental</u></p> <ul style="list-style-type: none"> - 4 beat rhythms using symbols for sounds. - Playing un-tuned instruments. - Creating a simple musical piece with a beginning, middle and end. 	<p><u>Rhythm and Pulse</u></p> <ul style="list-style-type: none"> - Practice pulse through practical games. - Tempo. - Connections with notations and sounds 	<p><u>Listening</u></p> <ul style="list-style-type: none"> - Appreciate a variety of musical styles. - Listening for instruments in different musical pieces. - Responding to variety of music. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> - Rhythmic accuracy. - Playing un-tuned instruments. - Use rhythm and pulse. - Structure of music. - Improving my own performance.
PE/Games	<p><u>Multi Skills</u></p> <ul style="list-style-type: none"> - Stop and catch a ball with control. - Follow rules of different games. - Use space effectively in games. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Copy, remember and repeat varying speed and level. - Select simple actions to construct basic sequences. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Identify the difference between my performance and that of others. - Understand what is happening to my body during exercise. 	<p><u>Net/Wall Games</u></p> <ul style="list-style-type: none"> - Take part in opposed conditioned games. - Understand about exercising, safety and healthy eating. 	<p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> - Strike a ball with a bat confidently. - Stop a ball and throw it accurately to a target. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> - Change speed and direction whilst running. - Jump accurately from a standing position. - Throw a variety of objects with one hand.
RE	<p><u>What is special about the Bible and the Qu'ran?</u></p> <ul style="list-style-type: none"> - Sacred texts. - Story of The Lost Sheep (Bible) - Story of The Crying Camel (Qu'ran) - Story of Joseph (Both) 	<p><u>What do people give gifts at Christmas?</u></p> <ul style="list-style-type: none"> - Recapping the Christmas story through sensory objects. - Focus on the gifts given by the wise men and their journey. - Is it better to give or to receive? 	<p><u>What signs and symbols do Muslims use?</u></p> <ul style="list-style-type: none"> - Process before prayer. (Wudu, removing shoes, covering hair) - Prayer positions. (facing Mecca) - Symbol of the crescent and star. - The Qu'ran being kept on the highest shelf, covered 	<p><u>What is Easter important to Christians?</u></p> <ul style="list-style-type: none"> - The Easter story (Palm Sunday, Last Supper, Crucifixion and Resurrection) - Signs and Symbols of Christians. (Cross, washing feet, bread and wine) 	<p><u>How is a Mosque similar to a Church?</u></p> <ul style="list-style-type: none"> - How are they different? - Comparing the 2 buildings in terms of appearance and use. 	<p><u>Who is important to you?</u></p> <ul style="list-style-type: none"> - Who is important in the lives of the children? - Who is important to Christians? (God, Jesus, church leader.) - Who is important to Muslims? (Allah, Muhammed, Imam)

			over and read from a stand.			
SMSC / PSHE	<u>Citizenship</u> - Jobs and responsibilities at school and home. - What I and others are good at. - Skills needed in a group, listening, negotiating.	<u>Myself and My Relationships</u> - Good friendships. - Difficult friendships - Personal space. <u>Anti-bullying</u> - Bullying behavior. - What to do. - Positive relationships in school. (SUMO)	<u>Financial Capability</u> - Money - Where does it come from/where does it go? - How do we pay for things? - What is a charity? - How do we pay for things?	<u>Healthy and Safer Lifestyle</u> - Early Warning Signs - Worrying and who to tell - Private body parts <u>Sex and Relationships Education (Science overlap)</u> - Babies changing and growing. - How children have changed as they grow. - Responsibilities for a 7-year old.	<u>Managing Change</u> - Achievements/skills and responsibilities. - Changing behavior. - Coping when friendships change. (SUMO) - Coping with losing something special.	<u>Drug Education</u> - Medicines. - Roles of medical services. - What to do when poorly. - Risky substances. - Keeping safe. - Being persuaded.
Learning Outdoors	- Science investigation linked to exercise. - Gardening opportunities in the school garden.	- Castle visit with knight training in the battlefield. - Gardener job role during castle topic session.	- Exploring activities. - Compass and directions work. - Orienteering.	- Leaf collecting for printing in art.	- Making Scarecrows. - Visit to the Farm.	- Minibeast and habitat hunts around the school grounds. - Data collection.