
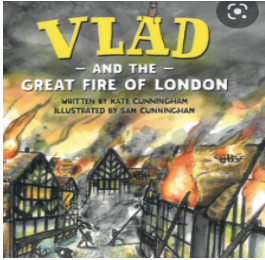
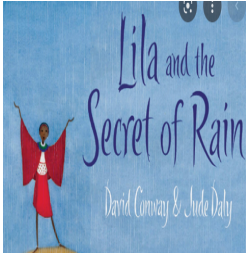
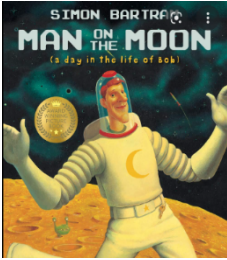




	Autumn Term Sep-Dec		Spring Term Jan-April		Summer Term May-July							
ENGLISH	The Secret Sky Garden		Vlad and the great fire of London		Lila and the secret of the rain		Man on the Moon		The Queen's knickers		The journey home	
	Descriptions Writing in role Letters Speech Book review	Descriptions Writing in role Recounts Speech Poetry Instructions		Narrative Poetry Speech		Writing in role Recount Biography Newspaper article		Writing in role Descriptions Biography Letter		Poetry Fact file Posters		
SPAG												
	Co-ordination using but, and Tense Noun phrase Sentence (identifying errors) Statement Question Command Exclamation Answering questions Adjective Verbs Verb tenses Capitals for names Full stops Question marks Exclamation mark Comma in lists Plurals of nouns Adding adjective suffix ‘y’ (smelly, icy, shiny, runny) Prefixes Compound words		Nouns Verbs Sentences Co-ordination using but, and, or Expanded noun phrases Progressive form of verbs Subordination using because, if Statements Questions Commands Exclamations Tenses Adverbs Apostrophes (contractions) Capital letters Full stops Question marks Exclamation marks Commas in lists Distinguishing homophones and near-homophones (their, there, they’re; here, hear; be, bee; bare, bear; one, won) Suffixes ful, less, er and est		Expanded noun phrases Past and present progressive forms of verbs Tenses Statements Questions Commands Exclamations Adjectives Adverbs Subordination using because, if, when, that Co-ordination using or, and, but Sentences Simple past and simple present Subordinating conjunctions Apostrophes (contractions) Capital letters Full stops Question marks Exclamation marks Commas in lists Possessive apostrophes Distinguishing homophones and near-homophones (sea, see, to, too, two; quite, quiet, bare, bear; one, won; blue, blew) Suffixes er (comparative) and est (superlative)							
MATS	Number Place value Addition and subtraction Geometry Shape		Number: Multiplication and division Measurement Money Length and height Mass Capacity Temperature		Number: Fractions Measurement: Time Statistics Geometry Position and direction							
HISTORY	The Great Fire of London: How did the Great Fire of London spread so far and fast? In this unit, we will be covering the historical significance of the Great Fire of London and how it affected British history moving forward. We will be learning about how sources can be used to find out about the past and how we can check the reliability of them. We will also learn how this event was documented and the immediate after effects of the damage caused.		Significant Individuals: Why do these significant individuals deserve to be remembered? In this unit, we will be focussing on important people from history. These include: Florence Nightingale, Mary Seacole, Emmeline Pankhurst, Rosa Parks, Neil Armstrong and Matthew Henson. We are focussing on important individuals who have made significant contributions to society in different fields as well as how they compare to someone similar in their field, such as; nursing, female activists and explorers.		Castles and the Queens of England: How were the lives of our Queens similar and different? Throughout this unit, we will be studying the past queens of England and the impact their reigns had on our country. The Queens we will be exploring are: Boudicca, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II. We will also be learning about how the castles in England have changed over time and how the defence properties have evolved with each Queen.							
	<ul style="list-style-type: none">- Describe and understand the significance of historical events beyond living memory (nationally or globally)- Describe key people from the past who have contributed to national and international achievements and understand their significance- Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods- Know about changes within living memory and how they affected changes in national life e.g. toys, homes, transport- Know about local historical events, people and places- Use a wider range of historical vocabulary e.g. recently, decade, century, source, pioneer											

	<ul style="list-style-type: none">- Ask a wide range of questions about the past using parts of stories and sources- Use a range of artefacts, pictures, stories and online sources to answer historical questions- Understand different representations of the past by drawing comparisons			
G E O G R A P H Y	<u>Africa</u> In our Africa unit, we will be exploring where Africa is, some of the countries that make up Africa and some of the major rivers and mountain ranges that are on the continent. We will be using simple maps and creating keys to describe key features on those maps.	<u>Malawi</u> In our Malawi unit, we will be drawing heavily upon the links our school has with Chipoka 2. We will be exploring the local geography and how this compares to Maidstone and the different challenges that pupils in Malawi face compared to us.	<u>Fieldwork study – Magical mapping</u> In this unit, we will be mapping our local area and then using our own drawn maps to correctly navigate our way around our local area. We will be using a range of keys and symbols to denote what is prominent in our area such as churches and schools.	
	<ul style="list-style-type: none">- Use world maps, atlases and globes- Use simple compass directions and locational language to describe the location of features and routes on a map- Use aerial photos and plans to identify features, human and physical- Devise simple maps and create a key using symbols- Develop geographical vocab e.g. rural, urban, vegetation, season- Identify daily weather and seasonal weather patterns in the UK- Locate and name hot and cold areas in world in relation to the Equator and the North/South Poles- Name and locate the 7 continents and 5 oceans- Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas- Identify similarities/differences in physical/human geography between an area of the UK and a country outside of Europe.			
S C I E N C E	<u>Living Things and Their Habitat</u> In living things and their habitats, we will be comparing things that are living, dead and things that have never been living. We will be exploring habitats and different kinds of shelters. We will be identifying the food chain and how different animals depend upon each other for food and sustenance.	<u>Animals including humans</u> In animals including humans, we will be exploring how animals transition from birth to adulthood. We will also be exploring the importance of exercise, different food groups and hygiene.	<u>Plants</u> In our plants unit, we will be exploring common garden plants, wild plants and trees. We will be exploring how seeds change over time and become new plants. We will also be exploring what plants need to grow and thrive.	<u>Materials</u> In this unit, we will be exploring how different materials are used in different construction projects. We will be identifying what materials are best suited for different purposes.
	<ul style="list-style-type: none">- Explore and compare the differences between things that are living, dead, and things that have never been alive- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.- Identify and name a variety of plants and animals in their habitats, including micro-habitats- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	<ul style="list-style-type: none">- Understand that animals including humans, have offspring which grow into adults.- Describe the basic needs of animals including humans for survival (water, food and air)- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets).	<ul style="list-style-type: none">- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.- Observe and describe how seeds and bulbs grow into mature plants.- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<ul style="list-style-type: none">- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	<ul style="list-style-type: none">- Discuss what they have found out- Ask and raise their own scientific questions- Use first-hand practical experiences to find answers- Gather and record data using diagrams, words and charts- Observe closely- Perform simple tests- Use simple equipment eg hand lenses, egg timers			
R E	<u>How should we care for others and the world and why does it matter?</u> <u>How and why do we celebrate special times?</u> In this unit, we will be looking at how people can care for others and why this is important. We will also be looking at how people celebrate their special times and which festivals occur in different religions.	<u>Who is Muslim and what they do they believe?</u> In this unit, we will be enhancing our understanding of the Islamic faith and what it is Muslims believe. We will be listening to the different teachings of this faith and how they can be applied to today’s society.	<u>How can we learn from sacred books?</u> <u>What makes some places sacred? (Churches and Mosques)</u> In this unit, we will be focussing on the different places of worship relating to Islam and Christianity. We will also be focusing on the key religious texts for each religion and how the religious texts are used throughout worship.	

	<ul style="list-style-type: none"> - I can talk about how some significant people have turned their beliefs into actions. - I can ask questions and respond respectfully to other people's - I can talk about what happens at religious festivals (Christmas) - I can talk about ways in which Jesus is a special person for Christians - I can identify a time that I celebrate and explain what celebration means. 	<ul style="list-style-type: none"> - I can talk about features of Muslim life and belief. - Re-tell a story about the life of the Prophet Muhammad - I can talk about features of Muslim life and belief. - Recognise some objects used by Muslims and suggest why they are important 	<ul style="list-style-type: none"> - I can recognise that Holy Books contain stories which are special to many people and should be treated with respect - I can recall some stories from Holy Books - I can describe features of Muslim and Christian places of worship. - I can identify special objects found in a place where people worship and be able to say something about what they mean and how they are used
P S H E	<u>VIPS</u> <u>Digital Wellbeing</u> In our 'VIPS' unit, we will be learning all about our families and friends – identifying how to resolve issues and work together to achieve multiple tasks and goals. In our 'Digital Wellbeing' unit, we will be learning about communication online and how to keep our private information safe. We will also be covering why the internet is useful but understanding that we need to use it in moderation and to balance screen time with other activities.	<u>Think Positive</u> <u>Our World</u> In our 'Think Positive' unit, we will be understanding the importance of goal setting and making good choices. In our 'Our world' unit, we will be focusing on what it is like to go to school in different countries, looking primarily at our partner school in Malawi.	<u>Safety – Health and Wellbeing</u> <u>Growing Up – Health and Wellbeing</u> In our 'Safety' unit, we will be learning how to stay safe at home and who can help us should we not feel safe. We will also be covering how to stay safe when we are outside or in an unfamiliar environment. In our 'Growing Up' unit, we will be learning about how we all like different things and how people's likes and needs change as they grow up.
	<ul style="list-style-type: none"> - Talk about very important people in my life and explain why they are special. - Describe why families are important. - Know how to describe what makes a good friend. - Explain ways to help work out arguments and disagreements. - Cooperate with others to achieve a task. - Describe how I can show people I care - Recognise that our behaviour affects others. - Understand our right to be ourselves. - Talk about what rights are and identify rights that all people share. - Explain who helps us protect our rights. - Show respect for the rights of others and understand why it is important. - Appreciate respect for the differences between people. 	<ul style="list-style-type: none"> - Understand how happy thoughts can make me feel good. - Make good choices and consider the impact of my decisions. - Set myself goals and consider how to achieve them. - Discuss my feelings and opinions with others and cope with difficult emotions. - Appreciate things I am thankful for and can focus on what I do have. - Focus on what is happening now and how I am feeling. - Explore family life in different countries and say how it is the same as mine and how it is different. - Discuss homes and home life from around the world and say how they are the same or different. - Explain what it is like to go to school in other countries. - Investigate places where people live which are different from where I live. - Think about how people use things from the Earth and what problems this can cause. - Say why it is important to care for the earth and identify how I can protect it. 	<ul style="list-style-type: none"> - Know how to stay safe and who can help me. - Know how to stay safe at home. - Discuss how to stay safe when I am out and about. - Explain how to keep myself safe online. - Understand my body belongs to me and how to keep my body safe. - Recognise who to go to if I need help. - Understand how to keep my body safe. - Talk about ways in which the Internet is useful. - Know how to balance screen time with other activities and why this is important. - Explain why we need to keep Personal Information private. - Know how to communicate online that shows respect and kindness. - Understand that not everything on the Internet is true.
A R T	<u>Materials – Mixing paint colours to create Great Fire of London collages</u> <u>Artist: Turner</u> In this unit, we will be focussing on our understanding on the primary colours and how we can create a range of secondary colours through mixing the primary colours in different quantities. We will then be using this to create The Great Fire of London's burning scene. Our inspiration for this term will be the work of Joseph Turner and how he has impacted British art over the years.	<u>Mini beast Sculptures</u> <u>Using pipe cleaners and wool to create a 3D mini beast</u> <u>Artist: Alexander Calder</u> In this unit, we will learning about mini beasts (relating to our science topic), and then designing and creating our own nature inspired artwork using clay.	<u>Royal Portraits using sketching pencils</u> In this unit, we will be sketching royal portraits of the queens of England. We will be focusing on toning and shading as well as how to effectively draw curves and finer details.
	<ul style="list-style-type: none"> - Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines - In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns - In painting, mix colours to make secondary colours - In painting, add white to make tints and black to make shades - In collage, mix materials to create texture eg coiling, overlapping and montage - In sculpture, create and combine shapes to make recognisable shapes - In textiles, weave and join materials using glue or stitch - In print, use repeat or overlapping shapes (using objects to create print) - Know about the work of a range of artists, craft makers and designers - Describe differences and similarities and make links to own work - Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials - Use correct artistic vocabulary eg tone, tint, pattern, texture 		

DT	<u>Textiles – Design a puppet</u> In this unit, we will be creating our own puppets. We will be learning how to complete a running stitch. Once we have completed our products, we will be evaluating them, identifying what went well in our creations and how we could improve them next time.		<u>Mechanisms, sliders and levers - Design a moving African animal</u> In this DT unit, we will be designing a mechanical animal toy using inspiration from our Africa topic. We will be researching a range of best-selling animal toys. We will use our evaluations of these to help plan, design and make our own toy.		<u>Food Technology - Design and make a salad</u> In this unit, we will be focusing on healthy eating. We will be identifying which fruit and vegetables we can use to create our own salads and then evaluating what we would include next time.	
	<ul style="list-style-type: none">- Use basic principles of a healthy and varied diet to prepare dishes- Understand where food comes from- Design products for others and themselves that are purposeful, functional and appealing- Generate, develop, model and communicate ideas through talking, drawing, templates and ICT- Explore and evaluate a range of existing products eg home, school- Evaluate own ideas and designs against given design criteria- Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients- Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish- Build structures, exploring ways to stiffen, stabilise and strengthen- Explore and use mechanisms eg levers, wheels and axles					
COMPUTING	<u>What is a computer?</u> <u>Algorithms and Debugging</u> Through our “what is a computer” unit, we will be understanding what a computer is and what they are used for. We will be exploring how computers have influenced our world. Through debugging algorithms, we will be learning about how different programs use algorithms and how we can debug these programs so they run effectively.		<u>Online Safety</u> <u>The International Space Station</u> Through our online safety unit, we will be learning about how to stay safe online. We will be focusing on how to respond to concerns online and who to talk to to keep us safe. We will also be focusing on the International space station and the role it plays in scientific research.		<u>Computer Systems and Networks: Word processing</u> <u>Programming: Scratch Junior</u> We will be introducing the children to word processing and how it can be used to present our learning. We will also be looking at Scratch and how we can use that to program a simple animation and code its movements.	
	<ul style="list-style-type: none">- Use technology safely and respectfully, keeping personal information private- Identify where to go for help/support when concerned about content/contact on internet/other online technologies- Understand what algorithms are- Understand how algorithms are implemented as programs on digital devices- Understand that programs execute by following precise and unambiguous instructions- Use logical reasoning to predict the behaviour of simple programs- Create and debug simple programs- Use technology purposefully to create, store, retrieve, organise and manipulate digital content- Recognise common uses of information technology beyond school					
MUSIC	We will be listening to a selection of music and learn how to comment on the mood. We will experiment with graphic symbols and stick notation to create sounds and play them on tuned percussion instruments. We will sing a variety of songs using our knowledge of dynamics and tempo.	We will sing simple seasonal songs collectively, from memory, whilst responding to changes in tempo and dynamics. We will create musical accompaniments for seasonal music, using the interrelated dimensions of music to add expression.	We will listen and compare music from two different musical traditions and identify where given changes occur. We will explore music from Malawi and work with a partner to improvise simple question and answer phrases to be sung and played, creating a musical conversation. We will sing and speak a wide variety of songs, chants and rhymes using our knowledge of dynamics and tempo.	We will listen to Western, Classical, Tradition and Film music by UK composers and identify different instruments. We will identify contrasts of high and low pitches and sing a range of call and response songs to create animal chant sounds and sequences. We will create music in response to non-musical stimuli, using the interrelated dimensions of music to add expression.	We will listen to popular music and comment on the mood of the music. Using the queens of England as a stimulus, we will create a march and fanfare music to be played on available instruments. We will learn about composers who created patriotic music to be sung and performed as a class.	We will listen to musical trends popularised at music festivals across the world. We will learn how magical kingdoms have inspired composers throughout history and use this knowledge to structure our own musical ideas. We will continue to sing a range of songs, chants and rhymes using our knowledge of dynamics and tempo.
	<ul style="list-style-type: none">- Experiment with, create, select and combine sounds using the interrelated dimensions of music eg louder, softer, quicker, slower, higher, lower, simple musical notations- Listen with concentration and understanding to a range of recorded and high-quality live music- Use voice expressively- Use voice creatively by singing songs and speaking chants and rhymes- Play tuned and untuned instruments musically- Confidently discuss music they like/dislike- Offer reasons for their opinions					

P E	<u>Gymnastics</u> Throughout our dance and gymnastics units, we will be further developing how we can work effectively as part of a team to create routines and evaluate and improve our performances. <u>Multi Skills</u> In multi skills we will be practising the skills of jumping, moving with coordination, balancing and being agile.	<u>Football</u> In Football we will be dribbling, striking and kicking a ball with accuracy. <u>Dance</u> In dance, we will be improving our skills in performance, composition and performance, through study of our ‘Great Fire of London’ unit. We will develop, through a range of physical tasks, a deeper understanding of the events of that time in history.	<u>Tag Rugby</u> <u>OAA</u> Through OAA, we will be focusing on the skills of orienteering. We will be focusing on following instructions. In Tag Rugby we will be developing the skills of throwing, catching, dodging and running with a ball.	<u>Gymnastics</u> <u>Tri Golf</u> Throughout our dance and gymnastics units, we will be further developing how we can work effectively as part of a team to create routines and evaluate and improve our performances. In Tri Golf we will be hitting a ball accurately and with precision.	<u>Dance</u> <u>OAA</u> We will be building upon our team building skills and how we can communicate effectively. Throughout our dance unit, we will be developing our strength, coordination and precision in performance. To compliment the development of our mapping skills in geography, we will investigate our understanding of the dance space using the correct terms and explore changes in spatial direction and facing through manipulation of a taught phrase.	<u>Athletics</u> <u>Tennis</u> We will be using our athletic skills to compete in races. We will be competing in sprints and relays races. In Tennis we will be learning to hit and throw a ball, with coordination and control.
	<ul style="list-style-type: none">- Evaluate own and others' performances- Identify how to improve in different physical activities- Master basic movements including running, jumping, throwing and catching- Develop and apply balance, agility and co-ordination- Participate in team games following simple rules- Develop simple tactics for attacking and defending- Perform dances using simple movement patterns					