

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English and SPaG	 <p align="center">The Story Tree.</p>	 <p align="center">The Man on the Moon.</p>	 <p align="center">Lila and the secrets of the Rain</p>	 <p align="center">The Queen's Knickers</p>	 <p align="center">The Journey Home</p>	 <p align="center">The Tadpole's promise.</p>
	We will be focusing on retelling traditional tales from around the world, focusing on recapping the fundamentals of writing learnt in year 1.	We will be focusing on narrative writing, non-fiction text, a recount and holiday-related SPaG learning.	Throughout this term, we will be focusing on writing in role, narrative writing and poetry.	In this term, we will be focusing on writing in role, descriptive writing and a letter.	We will be focusing on writing a fact file about the different animals covered in the book always as completing some poetry.	Throughout this term, we will be focusing on writing a book review and a recount as well as innovating our own stories.
Reading/Phonics	Recapping all Phase 5 sounds. Phase 6 sounds: y saying 'igh' dge, ge, kn and gn adding suffixes es, ed and ing Phase 6 tricky words	Recap and Revision – Dge, Kn -Wr -le -er/ier/est -el	Phase 6 sounds: al and il saying l, eer, ture, mb adding suffixes ed, est and er to words ending in e Phase 6 tricky words	Phase 6 sounds a and al saying 'or' o saying 'u' ey saying 'ee' adding suffixes ing, ed, er, est and y. Phase 6 tricky words	Phase 6 sounds: war saying 'wor' and wor saying 'wur' contractions adding suffixes ment and ness. s saying 'zh' Phase 6 tricky words	Phase 6 sounds: tion adding suffixes ful, less and ly adding the suffix dis homophones Phase 6 tricky words
Maths	Place value to 100, ordering numbers, comparing and estimating.	Addition and subtraction revision 2-digit addition and subtraction Crossing boundaries addition and subtraction 2D/3D Shapes – vertices, lines, edges	Money Multiplication and division. 2s, 5s and 10s times tables. Doubling and halving Odd and even numbers.	Measuring length and height. Measuring mass, capacity and temperature.	Fractions – half, quarter and a third. Recognising non-unit fractions. Three quarters. Equivalence of $\frac{1}{2} = \frac{2}{4}$.	Time – o'clock, half past and 5 minute intervals. Statistivs: Tally charts, block diagrams and pictograms. Position and direction.
Science	<u>Animals including humans - What do animals need for survival?</u>	<u>Materials – Which material is the most suitable?</u>	<u>Plants- Why do plants need light?</u>	<u>Habitats- What plants and animals can we find in different places</u>	<u>Growing- How do plants grow and change?</u>	<u>Growing- How do animals grow and change?</u>
	We will learn about different groups of animals and what they need to stay alive.	In term 2, we will be identifying which materials are man-made and which are natural as well as which material is most suitable for different jobs.	We will investigate what plants need to live and grow.	We will explore the plants and animals and their food chains in different habitats including as the polar, desert, woodland and ocean.	We will be planting bulbs and seeds and observing how they grow.	We will be studying and comparing the lifecycle of different animals.
History		<u>Guy Fawkes –Why do we celebrate Bonfire night?</u>		<u>Queen Victoria – how is she different to King Charles 3rd?</u>		<u>The Brunswick Houses – Why are our houses named after these people?</u>
		Throughout this topic, we will be exploring the main reasons as to why the gunpowder plot happened, the key figures during this period and the ramifications of the plot.		Throughout this topic, we will be learning about some of the major developments that happened during the reign of Queen Victoria and how she, as a monarch, contrasts to the beginning of Charles 3 rd 's reign.		Throughout this topic, we will be learning about each of the Brunswick Houses. We will be covering their achievements and deeds in life and understanding how they lives relate to Maidstone.

Geography	<u>Oceans and continents - How is the world divided?</u>		<u>Maidstone and Chipoke – How does Maidstone compare to Chipoke</u>		<u>Fieldwork - Mapping – What physical and human features are there around our school?</u>	
	We will be learning about the world and how it is divided focusing on the names of the continents and oceans and where they are located in the world.		Throughout this unit, we will be looking at the difference and similarities between our twinned school in Malawi – Chipoke 2 – and understanding the unique physical and human geographical features that the school is located in.		We will be mapping the local area around the school, identifying human and physical features such as roads, woodlands, fields and residential areas.	
PSHE	<u>VIPS – How can we work together to keep everyone safe and achieve our goals?</u>	<u>Digital Wellbeing – How can we stay safe online?</u>	<u>Our World – How is school different in a different country?</u>	<u>Think Positive – What goals matter to me?</u>	<u>Safety – Health and Wellbeing – How can we look after ourselves?</u>	<u>Growing Up – Health and Wellbeing – As I grow up, what do I need?</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.	Throughout learning about digital wellbeing, we will be covering important things such as how to report whether we had a concern, who our trusted adults are and how we can stay safe online.	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.	In our ‘Think Positive’ unit, we will be understanding the importance of goal setting and making good choices.	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.
RE	<u>How should we care for others and the world, and why does it matter?</u>	<u>Celebrations – What celebrations are held around the world?</u>	<u>Who is a Muslim and what do they believe?</u>	<u>Who is a Muslim and what do they believe?</u>	<u>How can we learn from sacred books?</u>	<u>What makes some places sacred?</u>
	The Golden Rule – Treat other People as you wish to be treated. This rule is shared by those of faiths and those with no religious belief alike. The Jewish and Christian creation story. Harvest festival. The Good Samaritan. Jewish charity – tzedakah. Looking after our environment and why does it matter?	Throughout the unit we will be focusing on different religious celebrations from around the world. We will be looking at a range of different religions and comparing the differences between them.	What do Muslims believe about God? Who was the Prophet Muhammad, and why is he important to Muslims? What stories did the Prophet Muhammad love to share? What makes a place or an object special to us? And to Muslims?	What is a mosque and what happens at a mosque? How and why do Muslims pray and worship at a mosque? What can we learn from Muslim holy words? How and why do Muslims celebrate Eid-ul-Fitr?	What stories are special to us? What is a holy book? How are Holy Books treated? What stories did Jesus teach? What stories are special for Jewish people in the Torah? What stories did Muhammad share? The story of Jonah – Jewish, Christian and Islamic versions.	Where do I feel safe? What are my special places? Which buildings are special to Christians? Which buildings are special to Jewish people? Which buildings are special to Muslims? What is similar or different about sacred buildings?
PE	<u>Gymnastics Multi Skills</u>	<u>Dance, Gymnastics and football</u>	<u>Tag Rugby OAA</u>	<u>Gymnastics Tri Golf</u>	<u>Dance OAA</u>	<u>Athletics Tennis</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 multi skills we will be practising the skills of jumping, moving with coordination, balancing and being agile.	Through Dance, we will be exploring the gunpowder plot through movement. In football, we will be focusing on the key skills of passing, dribbling and tackling. In gymnastics, we will be focusing on partner balances and rolls.	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.	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.	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. We will improve our understanding of the dance space using the correct terms and explore changes in spatial direction and facing through manipulation of a taught phrase.	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.
Music	<u>Music from around the world – Can we identify different songs from different places?</u>	<u>Christmas songs practice.</u>	<u>Untuned percussion – How Can I play an untuned instrument musically?</u>	<u>Expressive voices – Can I sing songs, chants and rhymes musically?</u>	<u>Composition – How is music written?</u>	<u>Ocarina – How can I play a tuned instrument musically?</u>

	Throughout music this term, we will be looking at music from around the world and seeing if we can identify its origins and what makes it unique to that area.	use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing with increasing control of pitch and tempo.	Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion.	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to: (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Listen and experience Western Classical Tradition and Film music with some understanding of its historical context.	Listen and experience Popular music with some understanding of its historical context. Listen and experience Musical Traditions music with some understanding of its historical context.
DT	<u>Sewing – What stitches are strongest?</u>		<u>Mechanisms, sliders and levers – How can we create an African inspired toy?</u>		<u>Food Technology - How can we make a healthy meal?</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		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.		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.	
Art		<u>Drawing from observation – How can we sketch effectively?</u>		<u>Exploring the world through mono-print</u>		<u>Clay Minibeasts – How can we accurately sculpt a minibeast?</u>
		We will be improving our ability to sketch and draw effectively, focusing on different forms of shading and highlighting.		We will be learning about the important artwork created by Leonardo Da Vinci and comparing him to other important artists. We will be improving our understanding of how to create an impression of a drawing.		Throughout our sculpting unit, we will be exploring different techniques such as molding and joining as well as looking in depth at the work of Alexander Calder.
Computing	<u>Online safety and coding- How do we create a series of instructions? What do we do if we don't feel safe online?</u>		<u>Spreadsheets and searches - What are spreadsheets? How can we create questions with computers? How can we search effectively?</u>		<u>Creating - How can we create pictures? How can we make music digitally? How can we present ideas?</u>	
	We will be creating and debugging simple programs using algorithms, collision detection, timers, buttons and different object types. We will learn how to use the internet safely and respectfully, exploring our digital footprint.		We will use and create simple spreadsheets and use the count function. We will use yes/no questions and create binary trees. We will use the internet to search for information safely and make a leaflet.		We will use simple programs to create art in the style of famous artists. We will use simple programs to explore, edit and combine sounds. We will learn how to present a story, a quiz and a factfile.	