

Topic/Theme	Stories People Tell		Great Fire of London	Incredible India	Giants, Beanstalks and Castles	Giants, Beanstalks and Castles
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook	Scavenger Hunt in Forest School to find characters/quote Read the story of the Snail and the Whale. Make snail habitat Create clay snails Science hook - create animal habitat dioramas		Surprise box: what do you think is inside? Reveal inside the box is a bag of flour and a baker's hat. What is it? Who could it belong to? Make bread rolls	Weekly visits to 4 focus counties in a celebration lesson - incl tasting food/drink from that country. BIG QUESTION - What are the differences between our community and other cultures and countries around the world?	Creating a knight's shield? Science hook - planting broad beans	
Key Literature	<ul style="list-style-type: none"> • The Snail and the Whale • Gorilla • Into the Forest • The Day the Crayons Quit • A walk on the Wild Side • Jelly Boots Smelly Boots 	<ul style="list-style-type: none"> • The Secret of the Black Rock • Here We Are by Oliver Jeffers • The Wilderness • Dear Earth • Last Stop of Market Street • Polar Express 	<ul style="list-style-type: none"> • The Great Fire of London – <i>Emma Adams and James Weston Lewis</i> • Toby and the Great Fire of London – <i>Margaret Nash</i> • Diary of a Killer Cat – <i>Anne Fine</i> • Iggy Peck Architect • Night Flight 	<ul style="list-style-type: none"> • Lila and The Secret of Rain • The Kindest Red • This is How We Do it • The Midnight Panther • I thought I Heard a Tree Sneeze • Tad 	<ul style="list-style-type: none"> • Jack and the Baked Beanstalk • The Amazing Life Cycle of Plants • Katie in London • Little Red • I am the Seed that Grew the Tree • The Concrete Garden 	<ul style="list-style-type: none"> • George and the Dragon • The Dragon and the Nibblesome Knight • The Castle the King Built • Billy and the Beast • I Can Catch a Monster • The Big Book of Blue

			<ul style="list-style-type: none"> • Moonjuice- Poetry (Heard it in the playground) • Winter's Child – <i>Angela McAllister</i> 			<ul style="list-style-type: none"> • Faruq and the Wiri Wiri • The Wild
First-hand experiences	Trip to Central Library	Reading Cafe to celebrate end of topic – Link to Little Wandle Film festival Christmas Play	Hook - making bread rolls Children to build model Tudor houses and as a class burn them to recreate the fire Visit to Mosque - link to RE	Food taster - Indian food	Trip to the Fitzwilliam Museum (Fawcett)	Visit to Mountfitchet Castle.
English Reading	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on	Continued focus on retrieving information - answering and asking questions. Make inferences on the basis of what is being said and done. Discuss and clarify the meaning of words, linking new meanings to known vocabulary.	Retrieval of information to answer questions. Compare and contrast narratives. Check texts make sense and correct inaccurate reading. Continue to explain and discuss understanding of a range of different texts.	Relate texts to their, cultural and historical contexts and literary traditions. Explore the use of language to create setting and describe a landscape. Predict what might happen on the basis of what has been read so far. Discuss the sequence of events in a book and	Whole class reading for fluency and comprehension. Phonics for those children that still need it.	Whole class reading for fluency and comprehension. Phonics for those children that still need it.

	<p>understanding rather than decoding</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>			consider how information is related.		
English Writing	<p>Journey stories, based on 'The Snail and The Whale'.</p> <p>'Add more ways to start a story, using the 'time' starter 'one' e.g. 'One day',</p> <p>Use place starters e.g. In a distant land</p> <p>Think about how the character feels/what the character wants</p> <p>Persuasive letters, based on 'The Day the Crayons quit'</p> <p>Use conjunctions</p> <p>Choose adjectives with care and use a comma in a list</p> <p>Rhetorical questions</p>	<p>Non-chronological reports, based on 'Here We Are' by Oliver Jeffers.</p> <p>Suspense stories based on 'The Secret of the Black Rock'</p> <p>How to develop setting - looking at examples of how different authors have created the setting, describe the landscape,</p>	<p>Diary entries based on being in the fire.</p> <p>Children to explore the features of a diary entry, read various extracts from Samuel Pepys and then create their own diary entry as a bystander/Thomas Farriner.</p> <p>Newspaper reports</p>	<p>Narrative - Wishing</p> <p>A narrative based on a story from another country not necessarily using TFW to ensure that expected and GD children get to be more creative in their writing.</p> <p>Information Text</p>	<p>Narratives, using adaptations of Jack and the Beanstalk</p> <p>Use proper nouns for names. Using alliteration and similes. Adding verbs and adverbs. Pile up the description using a simple sentence of three (commas in a list).</p> <p>Instruction Texts</p>	<p>Conquering a monster' tales</p> <p>Consider our adverbs to describe actions. Describe the character's thoughts and feelings</p> <p>Use similes, alliteration, power of three or repetition to describe a character. Write in the past tense and use the second person to address the reader.</p> <p>Recounts, using our experiences of visiting the Mosque last term and the Mountfitchet Castle this term:</p> <p>Use a variety of sentence starters to</p>

						sequence events in chronological order. Use adjectives, verbs and adverbs to add detail to description Use subordinating and co-ordinating conjunctions to add information.
English speaking and listening	Verbal comparison of different authors, illustrators, writing devices. Children learn to have effective “book talk” in reference to stories we have shared in class.	Talk 4 Writing	Discussion of questions relevant to GFoL - can be done throughout topic		Talk 4 writing- Jack and the Beanstalk Rehearsing Story maps	rehearsing and editing story maps
Maths	Place Value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. Recognise the place value of each digit in a two-digit number Identify, represent and estimate numbers using different representations, Compare and order numbers from 0 up to 100; use <, > and = signs.	Continue Subtraction (based on needs of the cohort) Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations	Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Measurement - Time Compare and sequence intervals of time. Tell and write the time to <i>five minutes (15 at this point)</i> , including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.	Continue Time: Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Statistics:	Measure: Length, Capacity and Mass Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g); to the nearest appropriate unit, using rulers, scales. Choose and use appropriate standard units to estimate and measure temperature

	<p>Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.</p> <p>Addition and Subtraction Solve one-step problems with addition and subtraction: using concrete objects and pictorial representations, Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Subtract numbers using concrete objects, pictorial</p>	<p>and solve missing number problems.</p> <p>Geometry - Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Fractions - count $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$, - fractions of quantities - fractions of shapes - What is $1\frac{1}{2} + 1\frac{1}{4} = ?$ Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and compare categorical data.</p>	<p>($^{\circ}\text{C}$) and capacity (litres/ml) using thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. Geometry - Position and Direction Order and arrange combinations of mathematical objects in patterns. Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p>
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	<p>representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction</p>		<p>We will regularly practise our six times tables.</p>			<p>Review key learning of calculations, place value and operations.</p> <p>Review of key topics</p> <p>We will be consolidating our learning from this year and reviewing some of our key foci, in particular place value, calculations and the four operations.</p>
Science	<p>Animals and their habitat:</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can 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,</p>	<p>Animals including humans – food and offspring:</p> <p>I can notice that animals, including humans, have offspring which grow into adults</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can describe the importance for humans</p>	<p>Materials:</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and</p>	<p>Animals in their environments, making connections with our Geography learning.</p> <p>Identify how animals survive in the desert, rainforest and polar regions, and explore the conditions that woodlice prefer in their habitat.</p> <p>Explore the different stages in an animal's life cycle</p>	<p>Plants:</p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>The children will learn about the basic needs of plants and how they are important for germination and growth.</p>	<p>Consolidating our learning from our unit on animals, including humans.</p> <p>We will be working scientifically to explore the importance of exercise on humans and consider the right amounts of different foods that humans need to be healthy. We will also look at hygiene and how humans can keep themselves clean.</p>

	<p>and how they depend on each other</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can 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.</p>	<p>of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Notes: Animal habitats Observing the life cycles of different animals Facts files Food chains</p>	<p>stretching.</p> <p>Discussing which material would be best for building houses - link to GfOL and how the houses were made of wood and how they are now made of brick because of the fire</p>	<p>Explore the living things within our school's microclimate</p>		
Computing	<p>Computing Systems and Networks</p> <p>Digital Literacy: Staying Safe Online</p>	<p>Creating Media: Digital Photography</p> <p>Digital Literacy: Follow the Digital Trail</p>	<p>Programming: Robot Algorithms</p> <p>Digital Literacy: Screen out the Mean</p>	<p>Simulation: Real World Modelling</p> <p>Digital Literacy: Using Keywords</p>	<p>Creating Media: Presentations</p> <p>Digital Literacy: Sites I Like</p>	<p>Programming: Quizzes</p>
Art and Design	<p>EXPLORE AND DRAW</p> <p>Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. Children are encouraged to develop</p>	<p>EXPLORING MONOPRINT</p> <p>Children will begin by exploring different ways of drawing: one drawing from photographs or film, and two drawing from small, closely observed objects.</p>		<p>EXPRESSIVE PAINTING</p> <p>Children will be introduced to the idea that they can use paint in an intuitive and exploratory way. They will begin looking at artists who use paint and colour to create</p>		<p>MUSIC AND ART</p> <p>Children will be introduced to the idea that artists often work in partnership and are often inspired by other art forms - in this case, music and visual arts. They will explore how other artists have used</p>

	hand-eye coordination through slow and paced looking. Children are encouraged to nurture a playful exploration of media, a curiosity towards the world around them, and begin to take creative risks.	Children will be encouraged to work on their drawing and mark making skills before going onto monoprinting. They will be introduced to mono print. They will explore artists who use monoprint and explore some simple monoprint techniques..		exciting abstract work. They will explore primary and secondary colours through expressive mark making, connecting colour and texture.		sound to inspire their artwork, and then go on to experiment with how they can use their mark making skills to be influenced by and capture the expression in music. They will explore making skills to collage or make inventive instruments
Design technology			BE AN ARCHITECT Children will explore architecture. They will; start with an exploration of architects and some of the ways they work, and pupils will then go on to create their own architectural model. They will be encouraged to use their imaginations to make their architectural models to explore how we might design buildings relating to the particular need or stimulus.		STICK TRANSFORMATION Children are enabled to use their imaginations and transform a familiar object (stick) into new forms. They begin with a simple sculptural warm-up which encourages them to think creatively and laterally about how they can use materials to create small sculptures. Depending on the choice of project, children are the chance to create stick people inspired by Guatemalan Worry Dolls, make a	

					treehouse or make a mask.	
Food Technology		<p>The children plan and create a healthy smoothie. National curriculum links:</p> <ul style="list-style-type: none"> -Identify and understand different food groups, as well as healthy v. unhealthy foods. -Write recipes for healthy smoothies. -Prepare and taste smoothies. 	<p>Cross curricular link with GFOL topic children make bread:</p> <ul style="list-style-type: none"> - Follow a recipe to make bread rolls. <p>Taste bread and evaluate final product.</p>	<p>As part of their topic learning, children take part in food tasting during an Indian spice sensory taster:</p>		
History	<p>My family history - who am I?</p> <p>Personal timelines.</p> <p>Children explore what a personal timeline is, looking at examples from famous people and a person they know.</p> <p>Children to learn what significant life events are so they can create their personal timeline and extend it to show what they hope to</p>		<p>History of how the fire started etc</p> <p>How did it start?</p> <p>Where was it?</p> <p>How long did it go on for?</p> <p>Who did it affect?</p> <p>Who were significant people that were alive then?</p> <p>How it has affected life now</p> <p>How has it affected our life today?</p> <p>How has the fire service changed?</p> <p>Comparison of fire equipment from 1666</p>		<p>Monarchs of the Past</p> <p>Queen Elizabeth I, Queen Elizabeth II</p> <p>King Charles III</p> <p>Peasants, pageantry and princesses;</p> <p>Life in a medieval castle. Life in a castle today.</p> <p>Jobs in the castles</p>	

	achieve as they grow up.		and today. Discussion of how they would have used it to put the fire out and how it could have been different today.			
Geography		<p>Recall the continents and oceans of the world.</p> <p>Understand that the UK is a union of four countries and identify these countries, their capitals and some of their characteristics.</p> <p>Draw comparisons between parts of the UK.</p> <p>Use satellite images, aerial photographs and different maps to identify these parts of the UK.</p> <p>Identify human and physical features within the United Kingdom and broaden the range of geographical language we can use.</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (India)</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>Use simple compass directions (N,S,E,W) and locational and directional language (near, far, left and right) to describe the location of features and a route on a map.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Explore how these features can change over time.</p>

<p>Music</p>	<p>Singing & Performing.</p> <p>Listening and responding to popular music. Learning words to a popular piece. Singing in a modern popular style (pop, rock n roll). Composing music in response to stimulus. Use pre-recorded stimulus and add electronic rhythms Explore Musicianship and tempo, listening to tempo changes and responding. Identify beat groupings in familiar music.</p>	<p>Singing</p> <p>Singing seasonal songs whilst practising vocal and conductor techniques including dynamics, tempo, crescendo, decrescendo. Musician skills, including pitch games. Introduce scales on a digital device melody. Try to discover the correct notes to popular melodies.</p>	<p>Composing and Singing</p> <p>Listening to western classical (The Planets) and respond with composing digital music to respond to moods, inspired by the chosen piece. Create singing chants to beats made with technology and share with peers.</p>	<p>Listening</p> <p>Practising Musicianship skills in an ensemble (Samba or Taiko), using groups to play contrasting rhythm patterns. Use stick notation to represent repeated rhythms within the arrangement. Learn to play several parts to the piece of music. Introduce singing or chanting to the piece where appropriate.</p>	<p>Composing</p> <p>Listening to musical traditions and comparing the styles Create a short representation of the musical style and use digital device to record the results. Singing in rounds and exploring diverse cultural pieces</p>	<p>Listening and Singing</p> <p>Children will be listening to and recording sounds from around the school or outside. They will be using the sounds to create loops and soundscapes. They will make progress with their musicianship skills by complementing a singing repertoire.</p>
<p>RE</p>	<p>Judaism - What is important for Jewish people?</p> <p>Children explore Christianity through understanding the Christmas story and explore why it is an important festival.</p>	<p>Explore the Christian story of Christmas and look at why this story is important to people. We will explore some of the following questions:</p>	<p>How do people worship?</p> <p>Look at Christianity, Sikhism, Islam</p> <p>Visit to local Mosque</p>	<p>How does the Khalsa influence the lives of Sikh families?</p> <p>Explore broader key concepts of the Sikh faith</p> <p>Review different places of worship</p>	<p>What artefacts are important to religions?</p>	<p>What is important for Muslims?</p>

PSHE	Rights, Rules and Responsibilities	Anti-bullying My Emotions	Working Together Financial Capability	Sex and Relationships Education	Managing Risks and Safety Contexts	Healthy Lifestyles
PE	Multi skills Health Related Fitness	Gymnastics Fundamentals	Multiskills Dance	OAA Fundamentals	Athletics Tee Ball	